sāmoa

Samoan

Language Guide

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Samoan 1.2
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Samoan
Recommended Grammar Sequence

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Introductory Material

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

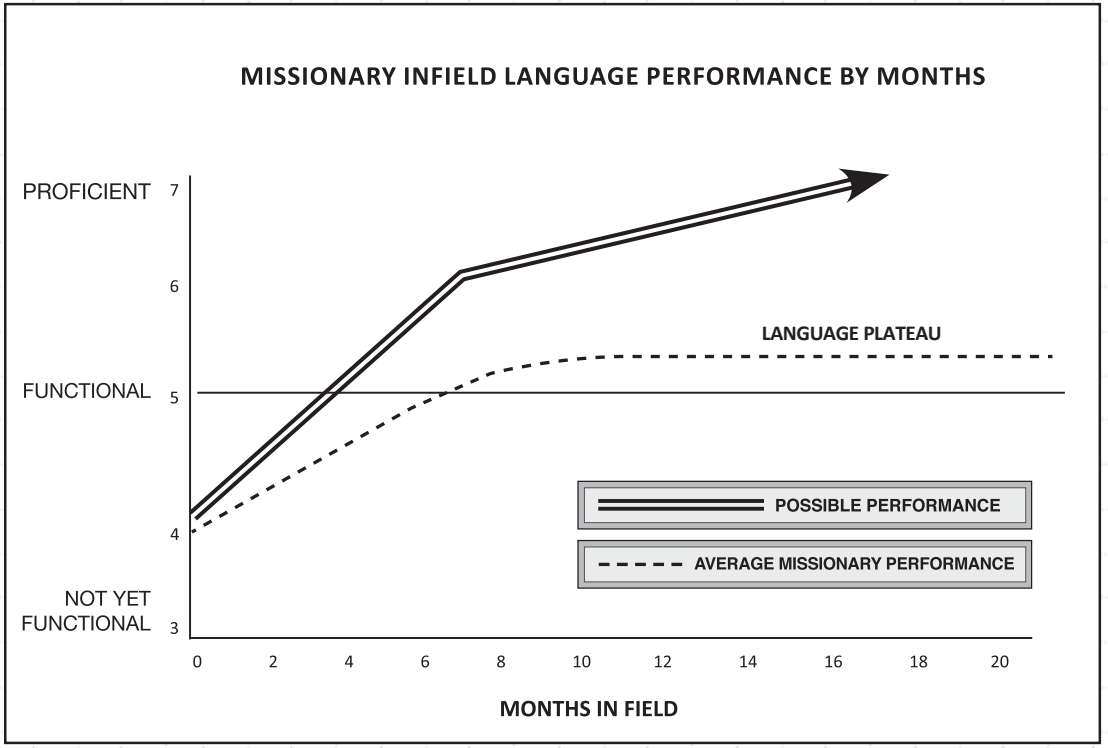
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



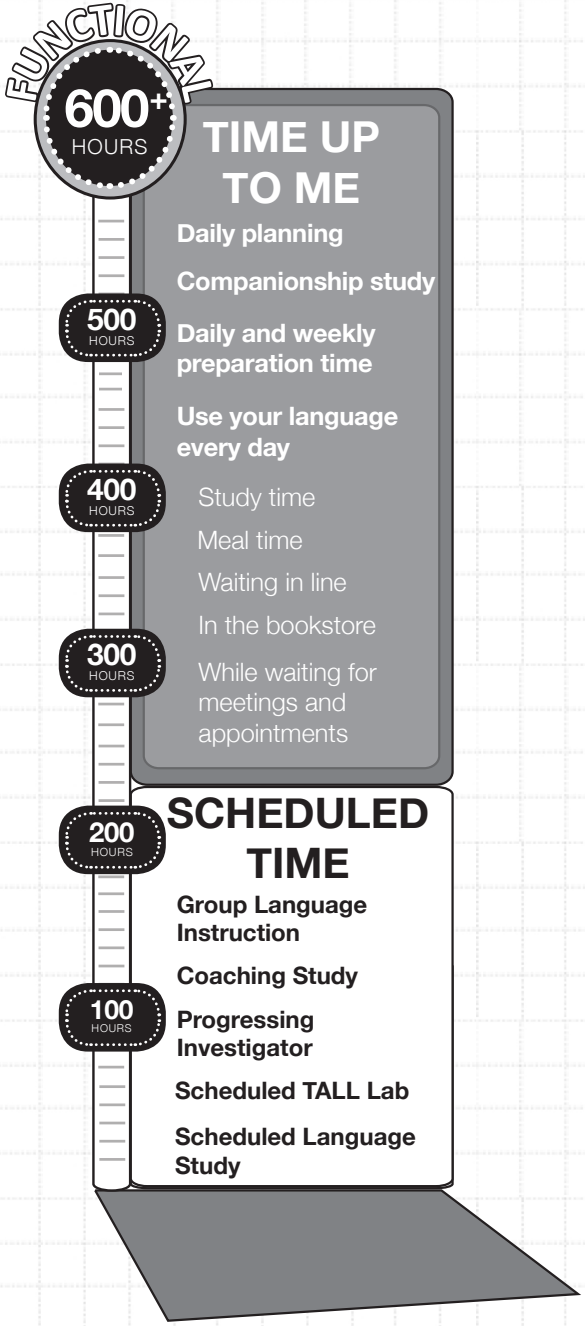
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

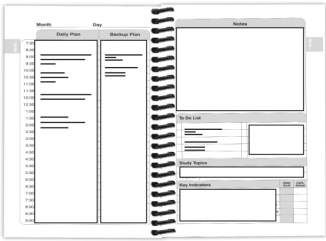
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

WEEK 3

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error correction & suggestions
11:00	Personal study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language study	
1:30		
2:00	Class ~ Comp. study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		use what I studied
4:00	Coach. Missionary study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional study	Comp. language quiz
9:00	Daily planning	Eval. goals, plan language for tomorrow

Notes

New Words
Molitva
Bog
Vjera

To Do List

- Correct 20+ errors
- Memorize: 1 scripture, 15 words, & 6 phrases

Study Topics

Personal
Companion

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

WEEK 3

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

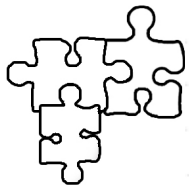
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

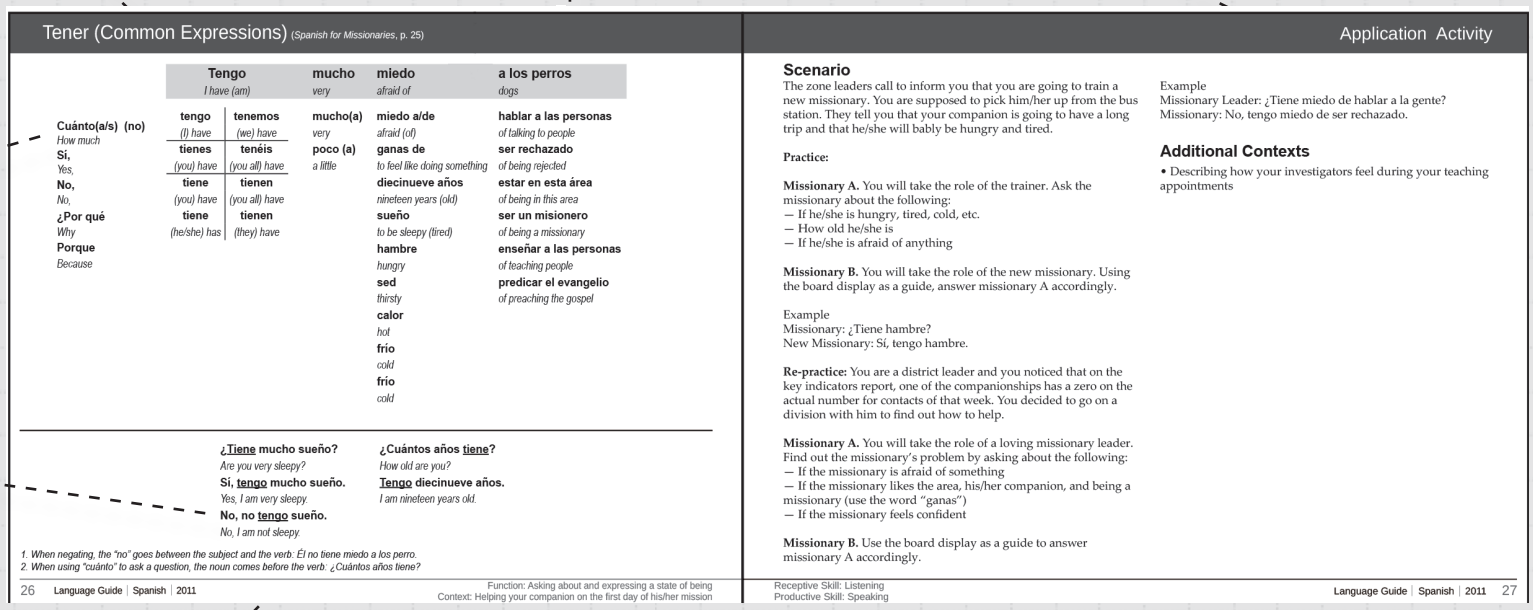
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

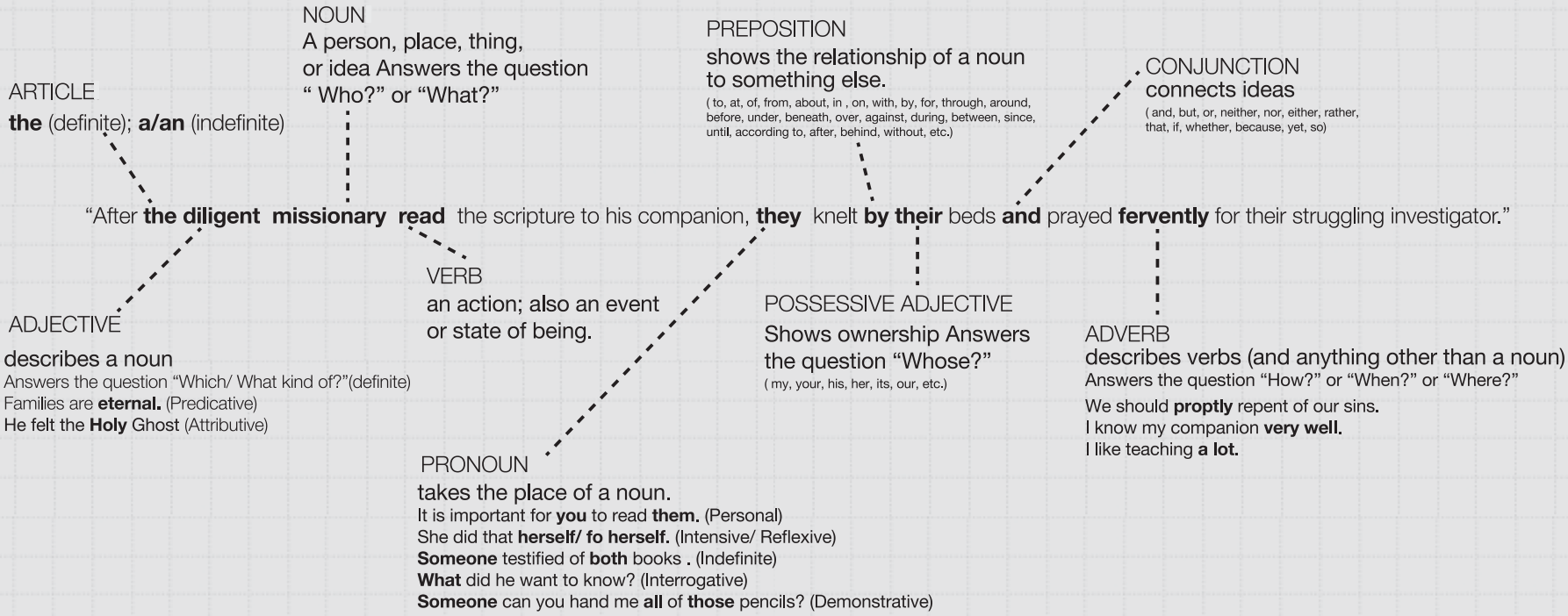
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review and memorize the following vocabulary following in-class instruction.

Verbs	
tāla'i	*to preach*
ā'oga	*to go to school*
sau	*to come (sing.)*
ō mai	*to come (pl.)*
faigal-uega	*to work (for pay)*
fiafia	*to like; to be happy*
ta'alo	*to play*

Nouns	
faife'autāla'i	*missionary*
so'o	*disciple*
sui	*representative*
Iesū Keriso	*Jesus Christ*
soa	*companion*
'āiga	*family*
igoa	*name (co.)*
suafa	*name (po.)*
fānau	*children*
ā'oga	*school*
tagata	*person/people*
'ekālesia	*church*

Pronouns	
a'u	*I, me*
'oe	*you*
'imā'ua	*we (2 - Excl.)*
'imātou	*we (3+ - Excl.)*
'itā'ua	*we (2 - Incl.)*
'itātou	*we (3+ - Incl.)*
'oulua	*you (2)*
'outou	*you (3+)*

Demonstratives	
lenei	*this (sing.)*
nei	*this (pl.)*
lenā	*that (sing.)*
nā	*that (pl.)*

Interrogatives	
'O ai	*Who?*
'Ofea	*Where?*
'O le ā	*What? (Singular)*
'O ā	*What? (plural)*
'Aiseā	*Why?*

Additional Practice:

Get to know 5 people who are not members of your district. Have your companion translate for you from Samoan to English so that the people you talk to can understand.

Greetings
Talofa (lava)! *Hello!*
Mālō (soifua)! *Hi!*
‘O ā mai ‘oe? *How are you?*
Manuia, fa’afetai. ‘Ae ā ‘oe? *Blessed, thanks. How about you?*

Names/Introductions			
‘O ai lou suafa? *Who is your name?*			
‘O *Noun Marker*	**lo’u igoa** *my name*	**‘o** *Noun Marker*	**Elda/Sista _____.** *Elder/Sister _____.*
	a’u *I* **‘imā’ua** *we (2 - Excl.)* **‘imātou** *We (3+ - Excl.)*		**se faife’autāla’i.** *a missionary.* **faife’autāla’i.** *(the) missionaries.* **sui a lesū Keriso.** *representatives of jesus Christ.*

Places				
‘Ofea ‘e te sau mai ai? *Where do you come from?*				
‘Ou *I* **Mā** *We (2 - Excl.)* **Mātou** *We (3+ - Excl.)*	**te** *Habitual Tense Marker*	**sau** *come (sing.)* **ō mai** *come (pl.)* **malaga** *travel*	**mai** *from*	**‘Amerika.** *America.* **Niu Sila.** *New Zealand.* **‘Ausitālia.** *Australia.* **Sāmoa.** *Samoa.* **Toga.** *Tonga*

Other Questions
E to’afia tagata i lou ‘āiga? *How many people are in your family?*
‘O ā ni mea ‘e te fiafia e fai? *What things do you like to do?*
‘O le ā le ‘ekālesia ‘e te auai ai? *What church do you attend?*
‘Ofea ‘e te faigaluega ai? *Where do you work?*

Vocabulary (30 min):

Review and memorize the following vocabulary following in-class instruction.

Interrogatives	
‘O ai	*Who?*
‘Ofea	*Where?*
‘O le ā	*What? (Singular)*
‘O ā	*What? (plural)*
‘Aiseā	*Why?*

Nouns	
faife’autāla’i	*missionary*
so’o	*disciple*
sui	*representative*
Iesū Keriso	*Jesus Christ*
soa	*companion*
‘āiga	*family*
igoa	*name (co.)*
suafa	*name (po.)*
fānau	*children*
‘auauna	*servant*
le Ali’i	*Lord*
le Atua	*God*
perofeta	*prophet*
olaga	*life*
	purpose
papatisoga	*baptism*
talalelei	*gospel*
lesona	*lesson*
tusi	*book*

Verbs	
tāla’i	*to preach*
a’oa’o	*to teach*
ā’oga	*school; to go to school*
sau	*to come (1 person)*
faigaluega	*to work (for pay)*
salamō	*to repent*
ta’ita’i	*to guide*

Demonstratives	
lenei	*this (sing.)*
nei	*this (pl.)*
lenā	*that (sing.)*
nā	*that (pl.)*

Pronouns	
a’u	*I, me*
‘oe	*you*
‘imā’ua	*we (2 - Excl.)*
‘imātou	*we (3+ - Excl.)*
‘itā’ua	*we (2 - Incl.)*
‘itātou	*we (3+ - Incl.)*
‘oulua	*you (2)*
‘outou	*you (3+)*

Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought-provoking questions, and providing a few simple statements of truth.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him/her and that he/she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

Tense Marker	Verb	Subject Marker	Subject	About	Subject
E *Habitual*	**a'oa'o** *teach* **tāla'i** *preach*	**e** *Subject Marker*	**a'u** *I, me* **'imā'ua** *We (2 - excl.)* **'imātou** *We (3+ - excl.)* **perofeta** *prophets*	**e uiga i** *about*	**le fa'atuatua iā Iesū Keriso.** *(the) faith in Jesus Christ.* **le salamō.** *(the) repentance.* **le papatisoga.** *(the) baptism.* **le talalelei a Iesū Keriso.** *the gospel of Jesus Christ.* **le fuafuaga a le Atua.** *the plan of God.*

Noun Marker	Pronoun	Noun Marker	Article	Noun
'O	**a'u** *I, me* **'imā'ua** *We (2 - excl.)*	**'o**	**le** *singular definite* **se** *singular indefinite* **—** *plural definite* **ni** *plural indefinite*	**faife'autāla'i.** *missionary/missionaries.* **sui a Iesū Keriso.** *representative(s) of Jesus Christ.* **auauna a le Ali'i.** *servant(s) of the Lord.*

Other Questions
'O le 'ā 'e faitau lenei mau? *Will you read this scripture?*
'O le ā le tāua o le 'āiga iā te 'oe? *What is the importance of the family to you?*
'E te talitonu e alofa le Atua iā te 'oe? *Do you believe (the) God loves you?*
'O ā ni mea 'e te fia iloa e uiga i le talalelei a Iesū Keriso? *What are some things you want to know about the gospel of Jesus Christ?*

Other Statements
'O 'itātou 'o fānau a le Atua. *We (3+ - incl.) are children of (the) God.*
E a'oa'o mai tusitusiga pa'ia e uiga i le talalelei. *(The) scriptures teach us about the gospel.*
'O le 'āiga 'o se vāega tāua i le fuafuaga a le Atua *The family is an important part in the plan of (the) God.*
E alofa le Atua i tagata 'uma. *(The) God loves all people.*
E ta'ita'i e Keriso Lana 'ekālesia e ala i perofeta soifua. *Christ leads His church through living prophets.*

Vocabulary (30 min):

Review and memorize the following vocabulary following in-class instruction.

Verbs	
fa'afetai	*to give thanks*
'ole	*to ask/plead*
tāla'i	*to preach*
a'oa'o	*to teach/to learn*
fa'amagalo	*to forgive*
fa'asoa	*to share*
gālue	*to work*
salamō	*to repent*
ta'ita'i	*to guide*
puipui	*to protect*
fesoasoani	*to help*

Demonstratives	
lenei	*this (sing.)*
nei	*this (pl.)*
lenā	*that (sing.)*
nā	*that (pl.)*

Adjectives	
mātagōfie	*beautiful (objects)*
lelei	*good*

Nouns	
Tamā Fa'alelagi	*Heavenly Father*
Agaga Pa'ia	*Holy Ghost*
aso	*day*
avanoa	*opportunity*
togiola	*atonement*
soa	*companion*
'āiga	*family*
agasala	*sins*
mea'alofa o ga-gana	*gift of tongues*
onosa'i	*patience*
alofa	*love*
le Ali'i	*Lord*
mālosi	*strength*
perofeta	*prophet*
olaga	*life*
fa'amoemoega	*purpose*
papatisoga	*baptism*
talalelei	*gospel*
lesona	*lesson*
tusi	*book*

Review:

Start now to pray in Samoan whenever possible.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Vocabulary and Phrases book. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will quickly become more meaningful and sincere to you, your investigators, and to God.

Opening		
‘O *Noun Marker*	**lo‘u** *My* **lo mā** *our (2 - excl.)* **lo mātou** *our (3+ - excl.)*	**Tamā Fa’alelagi,** *Heavenly Father,*

Descriptive Pronoun	Tense Marker	Verb	Prepostion	Phrase
‘Ou *I* **Mā** *We (2 - excl.)* **Mātou** *We (3+ - excl.)*	**te** *Habitual*	**fa’afetai atu** *thank*	**mo** *for*	**fa’amanuiaga e tele ua ‘e tu’uina mai iā ‘imātou.** *(the) many blessings you have given to us (3+ excl.).* **lenei aso mātagōfie.** *this beautiful day.* **lenei avanoa e avea ma faife’autāla’i.** *this opportunity to become (as) missionaries.* **lenei avanoa e a’oa’o atu lenei lesona iā ____.** *this opportunity to teach this lesson to (name).*

Descriptive Pronoun	Tense Marker	Verb	Prepostion	Phrase
‘Ou *I* **Mā** *We (2 - excl.)* **Mātou** *We (3+ - excl.)*	**te** *Habitual*	**‘ole atu** *ask/plead*	**(mo)** *(for)*	**le fesoasoani ‘ia iloa mea lātou te mana’omia.** *(the) help to know the things they (3+) need.* **le Agaga Pa’ia e fa’atasi mai ma ‘imātou.** *the Holy Ghost to be with us (3+ excl.).* **le mea’alofa o gagana.** *the gift of tongues.* **e fa’amanuia iā _____.** *to bless (to) (name).* **le fa’amagaloga mai a mātou agasala.** *(the) forgiveness from our sins.*

Closing
‘I le suafa o Iesū Keriso, ‘Āmene. *In the name of Jesus Christ, Amen.*

Vocabulary (30 min):

Review and memorize the following vocabulary following in-class instruction.

Verbs	
iloa	*to know*
talitonu	*to believe*
fesili	*to ask*
folafola	*to promise*
mulimuli	*to follow*
faitau	*to read*
a'oa'o	*to teach/to learn*
fa'asoa	*to share*
gālue	*to work*
	to comfort
ta'ita'i	*to guide*
sui	*to change*
lagona	*to feel*
tatalo	*to pray*
molimau	*to testify*

Demonstratives	
lenei	*this (sing.)*
nei	*this (pl.)*
lenā	*that (sing.)*
nā	*that (pl.)*

Nouns	
Tamā Fa'alelagi	*Heavenly Father*
Agaga Pa'ia	*Holy Ghost*
le Ali'i	*Lord*
Togiola	*Atonement*
aso	*day*
avanoa	*opportunity*
togiola	*atonement*
soa	*companion*
'āiga	*family*
agasala	*sins*
tusitusiga pa'ia	*scriptures*
mau	*scripture (verse)*
onosa'i	*patience*
alofa	*love*
mālosi	*strength*
perofeta	*prophet*
olaga	*life*
	purpose
papatisoga	*baptism*
talalelei	*gospel*
tusi	*book*

Review:

Start now to testify in Samoan as often as possible. In the next few days, share your testimony in Samoan with at least 10 people other than members of the district. Have your companion translate your testimony as needed.

Additional Practice:

Each day, try to expand and enrich your testimony by adding new vocabulary found in your Vocabulary and Phrases book. Think of experiences and what you really know to be true to add sentences to your testimonies. Your testimonies will quickly become more meaningful and sincere to you, your investigators, and to God.

Adjectives	
moni	*true*
mātagōfie	*beautiful (objects)*
lelei	*good*
māfanafana	*warm*
manino	*clear*
a le Atua	*of God*
mai le lagi	*from (the) Heaven*
fa'avavau	*forever/eternal*

Additional Practice:

Think about your next lesson. What are things that you want to testify of? What are some concerns or struggles that your investigator has? Learn the vocabulary necessary to testify of principles and doctrines that will help your investigator. Memorize the necessary vocabulary, and then share your testimony of those principles in your next lesson and with your companion.

Descriptive Pronoun	Tense Marker	Verb	Tense Marker	Adjective as Verb	Phrase
‘Ou *I* **Mā** *We (2 - excl.)* **Mātou** *We (3+ - excl.)*	**te** *Habitual*	**molimau atu** *testify* **iloa** *know* **talitonu** *believe* **folafola atu** *promise*	**e** *Habitual*	**moni** *true* **a le Atua** *of God* **mai le lagi** *from (the) Heaven*	**le Tusi a Māmona.** *the Book of Mormon.* **tusitusiga pa’ia.** *(the) scriptures.* **lenei talalelei toefuata’iina.** *this restored gospel.* **le mana a le Atua.** *the power of God.*

Descriptive Pronoun	Tense Marker	Verb	Phrase
‘Ou *I* **Mā** *We (2 - excl.)* **Mātou** *We (3+ - excl.)*	**te** *Habitual*	**molimau atu** *testify* **iloa** *know* **talitonu** *believe* **folafola atu** *promise*	**‘o Iosefa Samita ‘o se perofeta.** *Joseph Smith was a prophet.* **sa toefuata’i e Iesū Keriso Lana talalelei.** *Jesus Christ restored His Gospel.* **sa fa’aliliu e Iosefa Samita le Tusi a Māmona.** *Joseph Smith translated the Book of Mormon.* **e ala i le paptisoga e mafai ona tātou toe fo’i atu i le Atua.** *through (the) baptism we can return to God.* **pe ‘āfai tātou te tatalo i le Atua, ‘o le ‘ā tātou maua tali.** *if we pray to God, we will receive (the) answers.*

Descriptive Pronoun	Tense Marker	Verb	Phrase
‘Ou *I* **Mā** *We (2 - excl.)* **Mātou** *We (3+ - excl.)*	**te** *Habitual*	**iloa** *know*	**nei mea e ala i le mana o le Agaga Pa’ia.** *these things through the power of the Holy Ghost.* **e mafai ona ‘e iloa nei mea mo ‘oe lava.** *you can know these things for yourself.*

Closing
‘I le suafa o Iesū Keriso, ‘Āmene. *In the name of Jesus Christ, Amen.*

Vocabulary (30 min):

Review and memorize the following vocabulary following in-class instruction.

Indicators of Time	
taimi nei	*right now*
i lenei aso	*today*
ananafi	*yesterday*
anapō	*last night*
taeao	*tomorrow*
nānei	*later today*
i lenei pō	*tonight*
Aso Sā	*Sunday*
Aso Gāfua	*Monday*
Aso Lua	*Tuesday*
Aso Lulu	*Wednesday*
Aso Tofi	*Thursday*
Aso Faraile	*Friday*
Aso To'ona'i	*Saturday*

Verbs	
faitau	*to read*
tatalo	*to pray*
alu/ō	*to go (singular/plural)*
'auai	*to attend*
fai	*to do*
papatiso	*to be baptized*
fa'amanuia	*to bless*
fa'amāgalo	*to forgive*
fa'amālosi	*to strengthen*
fa'amāfanafana	*to comfort*
a'oa'o	*to learn*
fesili	*to ask*
lagona	*to feel*
māfaufau loloto	*to ponder*

Review:

Identify each of the invitations you wil be extending to your progressing investigator over the next three days. Practice giving these invitations to your companion, and remember to promise blessings to them if they keep the commitments.

Additional Practice:

While walking to gym and class today, practice (with your companion) asking your investigator about your intestigator about his or her progress keeping invitations. Make sure to promise blessings and check for understanding. Use the patterns from these charts to help you.

Tense Marker	Desc. Pronoun	Verb	Phrase	
’O le ‘ā *Future (“Will”)*	**‘e** *you* **lua** *you (2)* **tou** *you (3+)*	**faitau** *read* **auai** *attend*	**mai le Tusi a Māmona?** *from the Book of Mormon?* **i le lotu?** *(to the) church?*	
		tatalo *pray* **māfaufau** **loloto** *ponder*	**e uiga i** *about*	**le Tusi a Māmona?** *about the Book of Mormon?* **la mā sāvali?** *our message?* **le papatisoga?** *(the) baptism?*

Conj.	Desc. Pronoun	Tense Marker	Verb	Phrase		Tense Marker	Desc. Pronoun	Phrase
‘Āfai *If*	**‘e** *you* **lua** *you (2)* **tou** *you (3+)*	**te** *Habitual*	**faitau** *read* **auai** *attend*	**mai le Tusi a Māmona,** *from the Book of Mormon,* **i le lotu,** *(to the) church,*		**’o le ‘ā** *Future*	**‘e** *you* **lua** *you (2)* **tou** *you (3+)*	**lagona le filēmū.** *feel (the) peace.* **iloa le moni o nei mea.** *know the truth of these things.* **maua le mālamalama.** *receive (the) understanding.* **fia salamō ma mulimuli iā Iesu Keriso.** *want to repent and follow Jesus Christ.*
			tatalo *pray* **māfaufau** **loloto** *ponder*	**e uiga i** *about*	**le Tusi a Māmona,** *about the Book of Mormon,* **la mā sāvali,** *our message,* **le papatisoga,** *(the) baptism,*			

Tense Marker	Desc. Pronoun	Verb	Phrase	
Sa *Past* **‘Ua** *Determinant* *Present*	**‘e** *you* **lua** *you (2)* **tou** *you (3+)*	**faitau** *read* **auai** *attend*	**mai le Tusi a Māmona?** *from the Book of Mormon?* **i le lotu?** *(to the) church?*	
		tatalo *pray* **māfaufau** **loloto** *ponder*	**e uiga i** *about*	**le Tusi a Māmona?** *about the Book of Mormon?* **le papatisoga?** *(the) baptism?*

Other Questions
‘O ā ni mea sa e a’oa’o mai ai? *What things did you learn from it?*
‘O ā ni ou lagona e uiga i ai? *What are your feelings about it?*

Vocabulary (30 min):

Review and memorize the following vocabulary following in-class instruction.

Nouns	
fuaiupu	*verse*
mau	*verse of scripture*
matā'upu	*chapter*
fa'atuatua	*faith*
salamō	*repentance*
papatisoga	*baptism*
le Agaga Pa'ia	*(the) Holy Ghost*
Togiola	*Atonement*
le uiga	*the meaning*
lototoa	*courage*
loto fa'amāoni	*sincerity, real intent*
fesili	*question*
lagona	*feelings*
māfaufauga	*thoughts*

Verbs	
faitau	*to read*
tatalo	*to pray*
alu/ō	*to go (singular/plural)*
'auai	*to attend*
fai	*to do*
papatiso	*to be baptized*
fa'amanuia	*to bless*
fa'amāgalo	*to forgive*
fa'amālosi	*to strengthen*
	to comfort
fesoasoani	*to help*
'ole	*to plead*
lagona	*to feel*
māfaufau lo-loto	*to ponder*

Review:
Identify the scripture passages that you will be sharing in your next visit with the progressing investigator. Practice introducing the passage by giving a brief background, giving the citation, and finally create questions that help the investigator apply the verse to their lives.

Articles	
le	*the (def. sing.)*
se	*a (indef. sing.)*
_	*these (def. pl.)*
ni	*some (indef. pl.)*

Additional Practice:
Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries. Use the patterns from this task to help you form correct sentences.

Soft Command	Article	Noun	Preposition	Phrase
Se'i tātou faitau *Let us read*	**se** *a* **ni** *some*	**mau** *scripture(s)*	**e uiga i** *about*	**le fa'atuatua.** *(the) faith.* **le salamō.** *(the) repentance.* **le papatisoga.** *(the) baptism.* **le Agaga Pa'ia.** *the Holy Ghost.*

Tense Marker	Aux. Verb	Desc. Pronoun	Verb
E *Habitual*	**mafai ona** *can*	**'e** *you* **'ou** *I*	**faitau ai?** *read (it)?*

Introductory Phrase
'O le ā sou manatu? *What's your thought?* **Iā te 'oe lava,** *To you,*

Interogitive	Noun	Preposition	Noun
'O le ā *What (is)*	**le tāua** *the importance*	**o** *of*	**le fa'atuatua?** *(the) faith?* **le salamō?** *(the) repentance?* **le papatisoga?** *(the) baptism?* **le Agaga Pa'ia?** *the Holy Ghost?*

Tense Marker	Aux. Verb	Verb	Subject	Preposition	Pronoun
E *Habitual*	**mafai fa'pefea ona** *how can*	**fesoasoani** *help* **fa'amālosi** *strengthen* **fa'amanuia** *help*	**le fa'atuatua** *(the) faith* **le salamō** *(the) repentance* **le papatisoga** *(the) baptism* **le Agaga Pa'ia** *the Holy Ghost* **le faitauina o le Tusi a Māmona** *(the) reading of the Book of Mormon*	**iā te** *(to)*	**'oe?** *you?* **ia?** *him/her?*
				iā *(to)*	**'itātou?** *us?* **'oulua?** *you two?* **'outou?** *you all (3+)?*

Vocabulary (30 min):

Review and memorize the following vocabulary following in-class instruction.

Nouns	
‘ekalesia	*church*
fa’amagaloga	*forgiveness*
fesili	*question*
le Atua	*God*
tama talavou	*young man*
‘upumoni	*truth*
tali	*answer*
alofa	*love*
tamā	*father*
tinā	*mother*
fānau	*children*
fesili	*question*
lagona	*feelings*
māfaufauga	*thoughts*

Verbs	
su’e	*to search for*
iloa	*to know*
maua	*to receive*
tatalo	*to pray*
va’ai	*to see*
a’oa’o	*to learn*
molimau	*to testify*
ta’ita’i	*to guide*
alofa	*to love*
fesoasoani	*to help*
lagona	*to hear*
tali	*to answer*
lagona	*to feel*
māfaufau lo-loto	*to ponder*

Review:
Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can build a personal testimony.

Articles	
le	*the (def. sing.)*
se	*a (indef. sing.)*
_	*these (def. pl.)*
ni	*some (indef. pl.)*

Additional Practice:
Tell the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Testify task, bear your personal testimony of the First Vision.

Introductory Phrase
A'o talavou, *While young,* **'Ina 'ua (#) tausaga,** *When (#) years (old),*

Tense Marker	Verb	Subject Marker	Subject	Object
Sa *Indeterminate Past* **Na** *Determinate Past*	**faitau** *read* **fia iloa** *want to know*	**e** *Subject Marker*	**Iosefa Samita** *Joseph Smith* **a'u** *I* **'oe** *you* **ia** *he/she*	**le Tusi Pa'ia.** *the Bible.* **le Tusi a Māmona.** *the Book of Mormon.* **le 'upumoni.** *the truth.* **le finagalo o le Atua.** *the will of God.*

Tense Marker	Verb	Subj. Marker	Subject	Preposition	Object
Sa *Indeterminate Past* **Na** *Determinate Past*	**tatalo** *pray* **va'ai** *see*	*X*	**Iosefa Samita** *Joseph Smith* **a'u** *I* **'oe** *you* **('o) ia** *he/she*	**i** *to (noun, place)* **iā** *to (name, pl. pronoun)* **iā te** *to (sing. pronoun)*	**le Atua.** *God.* **le Atua ma Iesū Keriso.** *God and Jesus Christ.* **the tele o fa'amanuiaga.** *(the) a lot of blessings.* **se tali.** *an answer.* **le 'upumoni.** *the truth.*
	maua *receive*	**e** *Subject Marker*		*X*	

Desc. Pronoun	Tense Marker	Verb Phrase	Object	Prepositional Phrase	
'E *You* **Lua** *You two* **Tou** *You all (3+)*	**te** *habitual*	**fia iloa** *want to know* **fia maua** *want to receive* **fia lagona** *want to feel*	**le 'upumoni** *the truth* **tali i au tatalo** *answers to your prayers.* **le alofa o le Atua** *the love of God* **le filēmū** *(the) peace*	**e pei 'o** *like*	**Iosefa Samita?** *Joseph Smith?* **ia?** *him/her?* **a'u?** *me?* **'ila'ua?** *them (2)?* **'ilatou?** *them (3+)?*

Give missionaries practice deciding, in English, when to use **definite articles** and when to use **indefinite articles** in the sentences below. Indefinite articles should be used when asking questions concerning the noun's state of being, when a negative statement is made concerning the noun's state of being, and when the speaker is not referring to a specific object. Definite articles should be used when positively stating a noun's state of being and when the speaker is referring to a specific object.

---

1. I bought a new book yesterday.
2. We baptized an investigator last week.
3. We need to find some new investigators.
4. There is a car in your driveway.
5. Do you have a pen I can borrow?
6. I have a pen in my pocket.
7. Is that a dog or a cat?
8. I want a new set of scriptures.
9. He is a great missionary.
10. I like the restaurant on Beach Road.
11. I am a missionary.
12. He is not a father.
13. Are you an engineer?
14. Bring me a pen.
15. Here is a copy of the Book of Mormon for you.
16. We went to a restaurant earlier today.
17. We are all children of God.
18. We need to decide on a restaurant to eat at.
19. Is he an investigator?
20. We are representatives of Jesus Christ.

Equative Sentence Structure (1)

‘O	**le**	**faife’au**	**a’u.**
(noun marker)	*the*	*missionary*	*I.*

‘Ioe,
Yes,(use definite articles)
Leai,
No,(use indefinite articles)

‘O
(noun marker)
WD: 41

	Definite	*Indefinite*
Singular	**le**	**se**
Plural	**–**	**ni**

WD: 42

E lē’o
Not
WD: 47, 48

faife’au
missionary

sui a Keriso
representative of Christ
(‘Ekālesia) Māmona
Mormon (Church)
(‘Ekālesia) Katoliko
Catholic (Church)
Molimau a leova
Jehovah’s Witness
ā
what
(WD: 65, 401, 402)

	Singular	*Dual (2)*	*Plural (3+)*
1st person	**a’u**	**‘imā’ua** *exclusive*	**‘imātou** *exclusive*
		‘itā’ua *inclusive*	**‘itātou** *inclusive*
2nd person	**‘oe**	**‘oulua**	**‘outou**
3rd person	**‘o ia**	**‘ilā’ua**	**‘ilātou**

WD: 47, 464

lou lotu.
your church.
lo’u lotu.
my church.

?
Raise voice then drop on second to last vowel of the sentence. Use indefinite articles.
WD: 65

WD: 22, 23, 44, 45
WD: 19, 290

‘O se Katoliko ‘oe?
Are you a Catholic?
‘Ioe, ‘o le Katoliko a’u.
Yes, I am (the) Catholic.
Leai, e lē’o se Katoliko a’u.
No, I am not a Catholic.

‘O ni sui a Keriso ‘oulua?
Are you (2) representatives of Christ?
‘Ioe, ‘o sui a Keriso ‘imā’ua.
Yes, we (2 - excl.) are representatives of Christ.
Leai, e lē’o ni sui a Keriso ‘imā’ua.
No, we (2 - excl.) are not representatives of Christ.

There is no ‘to be’ verb in Samoan. Both presentative and equative sentence structures are equivalent to English sentences using the ‘to be’ verb to connect two nouns, as in the above sentences. Neither presentative structure nor equative structure can be used to connect a noun to an adjective or a verb, as in the sentences: “God is omnipotent,” or “Missionaries are teaching.”

Function:Asking about and expressing a state of being
Context: Introducing Oneself

Scenario

You and your companion have some time between appointments and decide to try to make a new contact. You approach a fale, and the man inside yells out, “I have told you Jehovah’s Witnesses not to come back here.”

1. Practice: You and your companion have some time between appointments and decide to try to make a new contact. You approach a fale, and the man inside yells out, “I have told you Jehovah’s Witnesses not to come back here.”

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are walking to your morning fafaga when you approach a man walking toward the beach holding a fishing poll. You feel impressed to talk to him. Introduce yourself and ask about his religion.

• You are riding on a bus in your mission and you are sitting next to a woman who keeps looking at your name badge. Introduce yourself to her and ask about her religion.

Equative Sentence Structure (2)

	‘O	**le Atua**		**‘o**	**lo tātou Tamā Fa’alelagi alofa.**	
	(noun marker)	*God*		*(noun marker)*	*our father heavenly loving.*	
‘Ioe, *Yes,* **Leai,** *No,*	**‘O** *(noun marker)*	**le Atua** *God* **‘itātou (‘uma)** *we (3+ - incl.) (all)* **‘oe** *you* **Iesū Keriso** *Jesus Christ* **a’u** *I* **tagata ‘uma** *all people*	**(e lē)** *(not)* *WD: 48*	**‘o** *(noun marker)*	**lo tātou Tamā Fa’alelagi alofa.** *our loving Heavenly Father.* **fānau (fa’aleagaga) a le Atua.** *(spirit) children of God.* **se fānau fa’apeleina a le Atua.** *a beloved child of God.* **le Fa’aola o le lalolagi.** *the Savior of the world.* **le Alo o le Atua.** *the Son of God.* **uso ma tuafāfine.** *brothers and sisters. (masculine)* **uso ma tuagane.** *sisters and brothers. (feminine)*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 45, 491

‘O Iesū Keriso ‘o le Fa’aola o le lalolagi?
Is Jesus Christ the Savior of the world?
‘Ioe, ‘o Iesū Keriso ‘o le Fa’aola o le lalolagi.
Yes, Jesus Christ is the Savior of the world.
Leai, ‘o Iesū Keriso e lē’o le Fa’aola o le lalolagi.
No, Jesus Christ is not the Savior of the world.

‘O ‘i tātou ‘o ni fānau a le Atua?
Are we (3+ - incl.) some children of God?
‘Ioe, ‘o ‘i tātou ‘o fānau a le Atua.
Yes, we (3+ - incl.) are (the) children of God.
Leai, ‘o ‘i tātou e lē’o ni fānau a le Atua.
No, we (3+ - incl.) are not any children of God.

Function:Asking about and expressing a state of being
Context:Discussing God as our loving Heavenly Father

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man around 19 years old sitting at a bus stop up ahead. As you walk you realize that he's been watching you and when you are close enough he signals for you to come over. He asks, "I've seen you guys walking around in several places just recently. I have heard that you teach people about God, who is He?"

1. Practice: In pairs, have one missionary take the role of the young man and the other fill his role as the missionary. Have them practice discussing who God and Jesus Christ are. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Now the young man asks "who are you to teach these things?" Practice explaining:
-Who you are …
-Who a prophet is …
-Who the young man is …

Additional Scenario(s)

• You are meeting with a young family and early on in your conversation the mother says: I'm confused about all the different things I hear about God. Tell me what you believe about him.

• You are riding on a bus in your mission and you are sitting next to two women who are talking about how confusing and difficult life is, and you feel impressed to share with them the truth about who they really are and who their Heavenly Father is.

Conceptual Practice: Choosing Present Tense Marker

Give missionaries practice deciding, in English, when to use the tense marker ‘ua, when to use the tense marker ‘o lo’o, and when to use the tense marker e. ‘Ua should be used in present tense sentences when the speaker wants to convey a sense of change in situation; like having the word ‘now’ in the sentence. ‘O lo’o should be used in present tense sentences when the speaker wants to convey a sense of continuity; like having the word ‘still’ in the sentence. E should be used when the verb or adjective in the sentence occurs regularly or always.

---

1. I am feeling better, thanks.
2. I get sick every winter!
3. He is still praying.
4. He is eating, can you come back later?
5. God loves all his children.
6. I know the Church is true.
7. I just received an answer to my prayers, and I know that the Church is true.
8. He is out jogging, just like the last time you checked; call back later.
9. Missionaries aren’t allowed to swim.
10. Do you speak Samoan?
11. I can’t speak Samoan any more.
12. Do you still live in Neiafu?
13. No, I moved last month and now live in Falealupo.
14. The Church is true.
15. I am not feeling well – maybe you shouldn’t come over.
16. I am on my way.
17. Missionaries preach the gospel.
18. Missionaries proselyte in Russia now.
19. I don’t like palolo.
20. Is he inactive now? No, he is active.

WD: 110

Give missionaries practice deciding, in English, whether the verb is transitive or intransitive in the sentences below. A transitive verb can take a direct object. Intransitive verbs cannot take a direct object. Remember: there is no need for a preposition before a direct object, while indirect objects need prepositions.

---

1. We went to the store yesterday.
2. Heavenly Father loves you.
3. Joseph Smith saw God and Jesus Christ.
4. Jesus Christ died for us.
5. Missionaries teach the Gospel to investigators.
6. I live in Utah.
7. I prefer to sleep on the floor.
8. Do you play rugby?
9. I bought some bread at the store.
10. Look at that bird!
11. We should pray to God each day.
12. I baptized an investigator last week.
13. Give that book to John.
14. I only speak Samoan to Samoans.
15. I love to eat taro.
16. Do you know Elder Ives?
17. I remember you!
18. Samoans don't sit on chairs often.
19. Help investigators come unto Christ.
20. How do you cook taro?

WD: 58, 76, 147, 493

Transitive Verb Sentence Structure

	Sa		**toefuata'i**	**e**	**le Atua**	**le Talalelei.**	
	(Past tense)		*restore*	*(subject marker)*	*God*	*the Gospel.*	
'Ioe, *Yes,* **Leai,** *No,*	**Sa/Na** *(Past tense)* **'Ua** *(Determinate present)* **'O lo'o** *(Indeterminate present)* **'O le 'ā** *(Future tense)* **E** *(Habitual, permanent or future)*	**(lē)** *(not)*	**toefuata'i** *restore* **fa'atū** *establish* **fa'aliliu** *translate* **faitau** *read* **tofi** *call* **(fia) iloa** *(want to) know* **fa'aali** *reveal/appear*	**e** *(subject marker)*	**le Atua** *God* **Iesū Keriso** *Jesus Christ* **Iosefa Samita** *Joseph Smith* **a'u** *I* **'oe** *you* **perofeta** *prophets*	**le Talalelei.** *the Gospel.* **le 'Ekālesia.** *the Church.* **le Tusi a Māmona.** *the Book of Mormon.* **le Tusi Pā'ia.** *the Bible.* **Iosefa Samita.** *Joseph Smith.* **le finagalo o le Atua.** *the will of God.* **le 'upumoni.** *the truth.*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 74-75

WD: 57, 100-107

Sa fa'atū e Iesū Keriso le 'Ekālesia?
Did Jesus Christ establish the Church?
'Ioe, sa fa'atū e Iesū Keriso le 'Ekālesia.
Yes, Jesus Christ established the Church.
Leai, sa lē fa'atū e Iesū Keriso le 'Ekālesia.
No, Jesus Christ did not establish the Church.

Sa fa'aliliu e Iosefa Samita le Tusi a Māmona?
Did Joseph Smith translate the Book of Mormon?
'Ioe, sa fa'aliliu e Iosefa Samita le Tusi a Māmona.
Yes, Joseph Smith translated the Book of Mormon.
Leai, sa lē fa'aliliu e Iosefa Samita le Tusi a Māmona.
No, Joseph Smith did not translate the Book of Mormon.

Function:Asking about and describing actions and events
Context:Discussing the message of the Restoration of the Gospel

Scenario

You and your companion are in a store on preparation day buying necessities for the week. At the checkout counter, the clerk looks at your name badge then says, “You guys are Mormons, huh? I’ve always wanted to know, what makes you guys different from other Christian churches?”

1. Practice: In pairs, have one missionary take the role of the store clerk and the other fill his role as the missionary. Have them practice discussing the Restoration of the Gospel – the teaching that sets our church apart from all others. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are meeting with a young family and early on in your conversation the mother says: I’ve heard my Mormon friends talk about “the Restoration.” What does this mean?

• You begin teaching a new investigator and start the lesson by asking the question: What have you heard about our Church? He responds: Who is this Joseph Smith I always hear about and what did he do?

Conceptual Practice: Directional vs Locational Prepositions

Give missionaries practice deciding, in English, when to use direction prepositions (‘i, ‘iā, and ‘iā te) and when to use location prepositions (i, iā, and iā te) in the sentences below. Direction prepositions should be used when the action is either moving toward something, or is directed toward something, be it time or place. Location prepositions should be used when the action is occurring in a static location or time.

---

1. I was baptized in the ocean.
2. Give a Book of Mormon to him.
3. I left on Tuesday.
4. I will only speak Samoan until Friday.
5. We travel to Samoa next week.
6. Look at me.
7. Jesus was born in Bethlehem.
8. Will you go to Church with us on Sunday?
9. We will meet you at the Church building.
10. Missionaries teach the Gospel to everyone.
11. Will you read in the Book of Mormon?
12. Falealupo is a village in Samoa.
13. Come in, Elders!
14. Listen to the Still Small Voice.
15. God sent His Son to earth to save mankind.
16. We have to hop on the bus.
17. That is the seat that I sit in.
18. The baptismal service starts at 6 o’clock.
19. Church services go from 12 to 3.
20. Missionaries help investigators come unto Christ.

WD: 68

Give missionaries practice deciding, in English, when to use prepositions i/'i, iā/'iā, and iā te/'iā te in the sentences below. I/'i should be used before all common nouns as well as proper nouns that are not people's names. Iā/'iā should be used before people's names and dual and plural pronouns. iā te/'iā te should be used before singular pronouns.

---

1. Give a Book of Mormon <u>to</u> him.
2. God speaks <u>to</u> us through the Spirit.
3. We are going <u>to</u> Samoa next week.
4. Jesus Christ spoke <u>to</u> Joseph Smith.
5. I believe <u>in</u> Jesus Christ.
6. Listen <u>to</u> me.
7. Sit <u>in</u> that chair.
8. I love to read <u>in</u> the Book of Mormon.
9. Missionaries teach the Gospel <u>to</u> investigators.
10. Missionaries help investigators come <u>unto</u> Christ.
11. I will speak <u>to</u> them.
12. We should pray <u>to</u> (the) God every day.
13. We leave <u>on</u> Friday to go <u>to</u> Samoa.
14. Angel Moroni guided Joseph Smith <u>to</u> the plates.
15. God revealed his Gospel to Joseph Smith.
16. If you listen, God will speak <u>to</u> you.
17. Joseph Smith listened <u>to</u> them.
18. The Holy Ghost will lead you <u>to</u> the truth.
19. How long have you lived <u>in</u> Samoa?
20. The resurrected Christ showed himself <u>to</u> Mary.

WD: 68-69

Intransitive Verb Sentence Structure

Sa	**va'ai**	**Iosefa Samita**	**'i**	**le Atua.**
(Past tense)	*see*	*Joseph Smith*	*to*	*God.*

'Ioe, *Yes,*
Leai, *No,*

Sa/Na *(Past tense)*
'Ua *(Determinate present)*
'O lo'o *(Indeterminate present)*
'O le 'ā *(Future tense)*
E *(Habitual, permanent or future)*

(lē) *(not)*

va'ai *see*
tatalo *pray*
alofa *love*
talanoa *converse*
fa'aali *reveal/appear*
maliu *die (po.)*
to'otuli *kneel*
nofo *live (dwell)*
talitonu *believe*

Iosefa Samita *Joseph Smith*
'oe *you*
le Atua *God*
Iesū Keriso *Jesus Christ*
a'u *I*
tagata amioleaga *wicked people*
to'atele tagata *many people*

	Direction (to, at)	*Location (on, in)*
Before proper places and common nouns	**'i**	**i**
Before names of people and plural pronouns	**'iā**	**iā**
Before singular pronouns	**'iā te**	**ia te**

WD: 69

ma *with*
mo *for*

WD: 194-195

WD: 163

le Atua. *God.*
'oe. *you.*
tagata 'uma. *all people.*
Iesū Keriso. *Jesus Christ.*
le togāvao. *a grove of trees.*
Iosefa Samita. *Joseph Smith.*
Niu Ioka. *New York.*
'Amerika. *America.*

?
Raise voice then drop on second to last vowel of the sentence.

WD: 59-61

'O le 'ā tatalo 'oe 'i le Atua?
Will you pray to God?
'Ioe, 'o le 'ā tatalo a'u 'i le Atua.
Yes, I will pray to God.
Leai, 'o le 'ā lē tatalo a'u 'i le Atua.
No, I will not pray to God.

E alofa le Atua 'i tagata 'uma?
Does God love (to) all people?
'Ioe, e alofa le Atua 'i tagata 'uma.
Yes, God loves (to) all people.
Leai, e lē alofa le Atua 'i tagata 'uma.
No, God does not love (to) all people.

Function:Asking about and describing actions and events
Context:Discussing the message of the Restoration of the Gospel

Scenario

You and your companion are in a store on preparation day buying necessities for the week. At the checkout counter, the clerk looks at your name badge then says, “You guys are Mormons, huh? I’ve always wanted to know, what makes you guys different from other Christian churches?”

1. Practice: In pairs, have one missionary take the role of the store clerk and the other fill his role as the missionary. Have them practice discussing the Restoration of the Gospel – the teaching that sets our church apart from all others. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are meeting with a young family and early on in your conversation the mother says: I’ve heard my Mormon friends talk about “the Restoration.” What does this mean?

• You begin teaching a new investigator and start the lesson by asking the question: What have you heard about our Church? He responds: Who is this Joseph Smith I always hear about and what did he do?

Using Adjectives and Prepositional Phrases as Verbs

	E *(Habitual tense)*		**moni** *true*	**lenei ‘Ekālesia.** *this Church.*	
‘Ioe, *Yes,* **Leai,** *No,*	**E** *(Habitual tense)* **‘Ua** *(Determinate present)* **‘O lo’o** *(Indeterminate present)*	**(lē)** *(not)*	**moni** *true* **‘ato’atoa** *perfect* **alofa** *loving* **lelei** *good* **mai le lagi** *from Heaven* **a le Atua** *of God* **i le lagi** *in Heaven* **ofoofogia** *wonderful*	**lenei ‘Ekālesia.** *this Church.* **le Talalelei Toefuata’iina.** *the Restored Gospel.* **Iesū Keriso.** *Jesus Christ.* **le Atua.** *God.* **le Tusi a Māmona.** *the Book of Mormon.* **le tala ‘iā Iosefa Samita.** *the story of Joseph Smith.* **la mā sāvali.** *our message.* **le galuega fa’afaife’autāla’i.** *missionary work.* **lenei galuega.** *this work.*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 143-145

E alofa le Atua?
Is God loving?
‘Ioe, e alofa le Atua.
Yes, God is loving.
Leai, e lē alofa le Atua.
No, God is not loving.

E mai le lagi lenei galuega?
Is this work from Heaven?
‘Ioe, e mai le lagi lenei galuega.
Yes, this work is from Heaven.
Leai, e lē mai le lagi lenei galuega.
No, this work is not from Heaven.

Emphatic pronouns, rather than descriptive pronouns, are usually used with adjectives in this structure.

Function: Asking about and describing objects, people and their characteristics
Context: Testimony

Scenario

Your companion just finished explaining the Restoration of the Gospel of Jesus Christ through Joseph Smith to an investigator. It is now your turn to bear your testimony of the things he has taught.

1. Practice: Your companion just finished explaining the Restoration of the Gospel of Jesus Christ through Joseph Smith to an investigator. It is now your turn to bear your testimony of the things he has taught.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You have been teaching Manu'a, an investigator, for months. She has had many questions and concerns about the Church. You are teaching her again, and she is asking the same questions and voicing the same concerns she has for months. You feel impressed to just bear pure testimony to her.

• You are being transferred to another island and are currently riding on the airplane between islands. You struck up a conversation with the woman sitting next to you, and you had the opportunity to teach her a little about your message. You offer her a Book of Mormon and she accepts. Before you give it to her, write your testimony inside.

Sentence Structure with Descriptive Pronouns

Sa	**ia**					**fa'atū**	**lana 'Ekālesia.**	
(Past tense)	*he*					*establish*	*his Church.*	

'Ioe,
Yes,
Leai,
No,

Sa/Na
(Past tense)
'Ua
(Determinate present)
'O lo'o
(Indeterminate present)
'O le 'ā
(Future tense)

	Singular	*Dual (2)*	*Plural (3+)*
1st person	**'ou**	**mā** *exclusive*	**mātou** *exclusive*
		tā *inclusive*	**tātou** *inclusive*
2nd person	**e**	**lua**	**tou**
3rd person	**ia, na**	**lā**	**lātou**

WD: 116

(te)
(permanent,habitual, or future tense)
WD: 145-146

(lē)
(not)

fa'atū
establish
fa'ataunu'u
accomplish
tofi
call
toe afio mai
come again
soifua
live (po.)
maliu
die (po.)
fai
do

lana 'Ekālesia.
his Church.
le Togiola.
the Atonement.
'Aposetolo.
Apostles.
'i le lalolagi.
to the Earth.
i le lagi.
in Heaven.
mo 'itātou.
for us.
vavega.
miracles.

?
Raise voice then drop on second to last vowel of the sentence.

WD: 124-125, 498

Sa ia tofi 'Aposetolo?
Did he call Apostles?
'Ioe, sa ia tofi 'Aposetolo.
Yes, he did call Apostles.
Leai, sa ia lē tofi 'Aposetolo.
No, he didn't call Apostles.

Sa ia fa'ataunu'u le Togiola?
Did he accomplish the Atonement?
'Ioe, sa ia fa'ataunu'u le Togiola.
Yes, he accomplished the Atonement.
Leai, sa ia lē fa'ataunu'u le Togiola.
No, he didn't accomplish the Atonement.

3rd person singular pronoun "ia" cannot be used with tense marker "te" and thus is changed to "Na."
Permanent, habitual, and future tense "te" is the only tense marker that is placed after the pronoun.

Function: Asking about and describing actions and events
Context: Jesus Christ's Mortal Ministry

Scenario

You and your companion are in your first visit with Asoiva, a new investigator. He accepts you gladly into his home as servants of Christ, but before you start teaching he declares: “Before you teach me anything about Joseph Smith or the Mormon Church, I want to know that you believe in the same Jesus that I do. What do you believe about Christ?”

1. Practice: Missionaries pair up, with one assuming the role of Asoiva and the other the role of the missionary. Have the two discuss their respective beliefs about Christ.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion met Weipan, a man from China living in Samoa, in the store he owns last preparation day. You had set up an appointment for today to teach him in his home. When you arrive, Weipan tells you he is most interested in learning first about Jesus Christ, because he knows nothing about Him. Teach Weipan what our Church knows about Jesus Christ.

Give missionaries practice deciding, in English, when to use ‘a’ and when to use ‘o’ to describe possession in the sentences below. ‘A’ should be used when the relationship between the possessor and the possessed is one of actual ownership or control. ‘O’ should be used when the relationship between the possessed and the possessor is more of a connection; like parts of a whole, human relationships, or when the possessed is dominant, either by having control over the relationship, or by physically covering the possessor (like clothes or a house).

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1. That’s my pen.
2. The house of the man.
3. The Book of Mormon.
4. The Church of Jesus Christ of Latter-day Saints.
5. The country of the boy.
6. The country of the king.
7. Jesus Christ is the Son of God.
8. That is my brother.
9. That’s my church building.
10. The temple is God’s house.
11. Flip to page 63 of the hymn book.
12. This is my favorite shirt.
13. We should pray to our Father in Heaven.
14. Is this your wallet?
15. Where is your family?
16. Let’s read in the Book of Alma.
17. Can I borrow your pencil?
18. This is my school.
19. You are a son of God.
20. What is your question?

WD: 157-161

Of

‘O	**‘itātou**		**‘o**	**fānau**	**a**	**le Atua.**	
(noun marker)	*we (3+ - incl.)*		*(noun marker)*	*children*	*of*	*God.*	
‘Ioe,	**‘O**	**‘itātou**	**(e lē)**	**‘o**	**fānau**	**a**	**le Atua.**
Yes (use definite article)	*(noun marker)*	*we (3+ - incl.)*	*(not)*	*(noun marker)*	*children*	*of*	*God.*
Leai,		**le Atua**			**‘au‘auna**		**le Tamā ‘o i le lagi.**
No, (use indefinite article)		*God*			*servents*		*the Father in Heaven.*
		perofeta			**‘avefe’au**		**lesū Keriso.**
		prophets			*messangers*		*Jesus Christ.*
		lesū Keriso			**sui**		
		Jesus Christ			*representatives*		
		‘imā’ua			**le Tamā**	**o**	**tagata ‘uma.**
		we (2 - excl.)			*the Father*	*of*	*all people.*
		faife’autāla’i			**le Fa’aola**		**le lalolagi.**
		missionaries			*the Savior*		*the world.*
					le Alo		**le Atua.**
					the Son		*God*

?

Raise voice then drop on second to last vowel of the sentence. Use indefinite articles.

.

WD: 157-161

‘O perofeta ‘o ni ‘au‘auna a le Tamā ‘o i le lagi?
Are prophets some servents of Heavenly Father?
‘Ioe, ‘o perofeta ‘o ‘au‘auna a le Tamā ‘o i le lagi.
Yes, prophets are (the) servents of Heavenly Father.
Leai, ‘o perofeta e lē’o ni ‘au‘auna a le Tamā ‘o i le lagi.
No, prophets are not any servents of Heavenly Father.

‘O lesū Keriso o’ le Fa’aola o le lalolagi?
Is Jesus Christ the Savior of the world?
‘Ioe, ‘o lesū Keriso ‘o le Fa’aola o le lalolagi.
Yes, Jesus Christ is the Savior of the world.
Leai, ‘o lesū Keriso e lē’o le Fa’aola o le lalolagi.
No, Jesus Christ is not the Savior of the world.

Function: Asking about and expressing possession or ownership
Context: God is Our Loving Heavenly Father

Scenario

You are walking to your next appointment when you notice a man resting under a mango tree on the side of the road who has been watching you and your companion approach. He signals for you two to walk over to him. He says to you: “You two are Mormon faife’au (minister or missionary), aren’t you? Faife’au in other Churches are much older than you and have gone to school to train for the Lord’s Work. Who do you think you are to be assuming the title of faife’au?”

1. Practice: Have the missionaries pair up, with one acting as the man and the other the missionary. Have them discuss the missionaries’ relationship to God as well as the man’s relationship to God.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are riding on a city bus in your mission and you are sitting next to two women who are talking about how confusing and difficult life is, and you feel impressed to share with them the truth about who they really are and who their Heavenly Father is.

Possessive Pronouns

E *(Habitual tense)* **iai** *exist* **lo'u** *my* **uso.** *brother.*

'Ioe,
Yes (use definite pronouns)
Leai,
No (use indefinite pronouns)

E
(Habitual tense)
'Ua
(Determinant present)

iai
exist
leai
doesn't exist
WD: 147
(to'a) fia
how many (people)
to'a #
 # people

	Singular	Dual	Plural
1st person	**lo'u/la'u**	**lo/la mā** *exclusive*	**lo/la mātou** *exclusive*
		lo/la tā *inclusive*	**lo/la tātou** *inclusive*
2nd person	**lou/lau**	**lo/la lua**	**lo/la tou**
3rd person	**lona/lana**	**lo/la lā**	**lo/la lātou**

Def. Plural - Drop 1st "L"
Indef. Sing. - L → S
Def. Plural - ni _ Drop "L"

uso.
brother (of a man).
tuafāfine.
sister (of a man).
uso.
sister (of a woman).
tuagane.
brother (of a woman).
fale.
house.
to'alua.
spouse.
soa.
companion.
uō.
friend.
fesili.
question.
fānau.
children.

? *Raise voice then drop on second to last vowel of the sentence. Use indefinite pronouns.*

WD: 161-162, 169-170, 464-465, 501, 504

E iai ni ou tuafāfine?
Do you have any sisters?
'Ioe, e iai o'u tuafāfine.
Yes, I have sisters.
Leai, e leai ni o'u tuafāfine.
No, I don't have any sisters.

'Ua iai sau fesili?
Do you have a question?
'Ioe, 'ua iai la'u fesili.
Yes, I have a question.
Leai, 'ua leai sa'u fesili.
No, I don't have a question.

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Discussing family

Scenario

You and your companion are teaching the Message of the Restoration of the Gospel to a new investigator, Veronika. During your discussion of how the Gospel blesses families, she responds to one of your questions by saying, “my family is the most important thing in my life.” You look around the room but don’t see any family pictures, and so you decide to ask her about her family.

1. Practice: Pair up with another missionary. One of you assume the role of Veronika, and the other assume the role of a missionary. As the missionary, ask Veronika if she has: a spouse, children, brothers, and sisters. Then go on to ask how many children, brothers, and sisters she has.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

While proselyting one day, you and your companion are invited into a new home. As soon as you enter the fale, you see children of all ages running around. You see multiple elderly people and several adults sitting and talking. Talking to the young man who let you into the house, and using the picture below, sort out who all these people are and how they are all related to him. Also ask what their names are and how old they are. Ask the teacher for any additional vocab you will need.

Auxiliary Verb Sentence Structure

	E *(Habitual tense)*		**tatau** *should*	**ona** *(auxiliary verb marker)*	**tātou** *we*	**tatalo** *pray*	**i** *in*	**aso ‘uma.** *every day.*	
‘Ioe, *Yes,* **Leai,** *No,*	**E** *(Habitual tense)* **Sa/Na** *(Past tense)* **‘Ua** *(Determinate present)* **‘O lo’o** *(Indeterminate present)* **‘O le ‘ā** *(Future Tense)*	**(lē)** *(not)*	**tatau** *should* **ao** *must* **mana’omia** *need* **mafai** *can* **leva** *been a long time* **māsani** *usually/often* **faigatā** *difficult* **faigōfie** *easy* **seāseā** *rarely* **fa’apefea** *how*	**ona** *(auxiliary verb marker)*	**tātou** *we (3+ - incl.)* **‘ou** *I* **‘e** *you* **tā** *we (2 - incl.)* **ia** *he/she*	**tatalo** *pray* **talanoa** *converse (sing.)* **talatalanoa** *converse (pl.)* **tali** *answer* **fesili** *ask* **fai** *do/say* **maua tali** *receive answers*	**i** *in/on* **‘i** *to/at* **ma** *with* **mai** *from*	**aso ‘uma.** *every day.* **a tātou tatalo.** *our prayers.* **le Atua.** *God.* **(l)au fesili.** *your question(s).* **(l)a’u tatalo.** *my prayer(s).*	? *Raise voice then drop on second to last vowel of the sentence. Use indefinite pronouns.*

WD: 212-217

E māsani ona ‘e tatalo ‘i le Atua?
Do you pray to God often?
‘Ioe, e māsani ona ‘ou tatalo ‘i le Atua.
Yes, I pray to God often.
Leai, e lē māsani ona ‘ou tatalo ‘i le Atua.
No, I don’t pray to God often.

E mafai ona tali le Atua ‘i a tātou tatalo?
Can God answer our prayers?
‘Ioe, e mafai ona tali le Atua ‘i a tātou tatalo.
Yes, God can answer our prayers.
Leai, e lē mafai ona tali le Atua ‘i a tātou tatalo.
No, God can’t answer our prayers.

Auxiliary verb marker “ona” is only necessary when another verb is present in the clause. When another verb is not present, “ona” is omitted.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching to pray

Scenario

You and your companion are teaching Eseta about the message of the Restoration of the Gospel. Your companion just finished teaching about the Book of Mormon, and now it is your turn to teach about praying to know the truth through the power of the Holy Ghost.

1. Practice: Pair up with another missionary. One missionary assume the role of Eseta and the other be the missionary. Have the missionary teach Eseta about prayer. Be sure to ask her about her experience with prayer.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are eating at a Chinese restaurant for your evening fafaga. After you say a prayer on the food before eating, the Chinese owner walks over to your table and asks, “I have seen other people praying before they eat. Why do you do that?” Explain to the man the importance of prayer.

Question Words and Ai

	‘O fea *Where*		**‘e** *you*	**te** *(permanent tense)*		**malaga** *travel*	**mai** *from*	**ai?** *(fronting marker)?*	
‘Ioe, *Yes,* **Leai,** *No,*	**‘O fea** *Where* **‘Āfea** *When (future)* **‘Anafea** *When (past)* **‘Aiseā** *Why*	**sa** *(past tense)* **‘ua** *(present tense)* **o le ‘ā** *(future tense)*	**‘e** *you* **na/ia** *he or she* **‘ou** *I* **tātou** *we (3+ - incl.)*	**te** *(permanent tense)*	**(lē)** *(not)*	**malaga** *travel* **fānau** *born* **lotu** *go to church* **fia feiloa’i** *want to meet* **toe feiloa’i** *meet again* **papatiso** *baptize/be baptized* **tatalo** *pray* **faitau** *read* **nofo** *live (dwell)*	**(mai)** *from*	**ai** *(fronting marker)*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 95, 97, 98, 304, 403

‘Anafea sa ‘e fānau ai?
When were you born?
Sa ‘ou fānau i 1987.
I was born in 1987.

‘O fea ‘e te lotu ai?
Where do you go to church?
‘Ou te lotu i le Lotu Katoliko.
I go to church at the Catholic Church.

Fronting marker “ai” is only necessary when a verb is present in the same clause. When the above question words are used without a verb in the same clause, “ai” is omitted.

Scenario

You and your companion have just met Fa'afetai, a member referral, for the first time. Before you start teaching her, take about ten minutes to get to know her.

1. Practice: Pair up with another missionary. One of you act as Fa'afetai and the other be the missionary. Use question words and the word "ai" to get to know each other.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion have been teaching Pou'esi for months. He never keeps his commitments. Use question words and the word "ai" to find out more about his situation.

When as a Non-Question Word

	Ina ‘ua	**‘ou**	**tatalo,**	**sa**	**‘ou**		**lagona le Agaga.**	
	when (past tense)	*I*	*pray,*	*(past tense)*	*I*		*feel the Spirit.*	
‘Ioe, *Yes,* **Leai,** *No,*	**Ina ‘ua** *When (past tense)* *WD: 254-255* **‘A** *When (future)* *WD: 242-243, 511*	**‘ou** *I* **‘e** *you* **ia** *he*	**tatalo,** *pray,* **faitau i le Tusi a Māmona,** *read in the Book of Mormon,* **mānatunatu,** *ponder,* **‘auai ‘i le lotu,** *attend (to the) church,* **tu’u le ulaula,** *quit (the) smoking,* **salamō,** *repent,* **fa’atino le fa’atuatua,** *exercise (the) faith,*	**sa** *(past tense)* **‘o le ‘ā** *(future tense)* **‘o ā** *what*	**‘ou** *I* **‘e** *you* **ia** *he* **ou** *your* **__** *(nothing)*	**(lē)** *(not)*	**lagona le Agaga.** *feel the Spirit.* **maua ni lagona māfanafana.** *receive some warm feelings.* **maua se tali.** *receive an answer.* **maua fa’amanuiaga.** *receive blessings* **lagona le filēmū.** *feel (the) peace.* **‘ave’eseina lo(‘)u fa’anoanoa.** *take away your (my) sadness/guilt.* **fa’amālosia lo(‘)u fa’atuatua.** *strengthen your (my) faith.* **lagona.** *feelings.* **manatu.** *thoughts.*	? *Raise voice then drop on second to last vowel of the sentence.*

Ina ‘ua ‘e faitau i le Tusi a Māmona, ‘o ā ni ou lagona?
When you read in the Book of Mormon, what were some of your feelings?
Ina ‘ua ‘ou faitau i le tusi a Māmona, sa ‘ou lagona le filēmū.
When I read in the Book of Mormon, I felt (the) peace.
Ina ‘ua ‘ou faitau i le Tusi a Māmona, sa fa’amālosia lo’u fa’atuatua.
When I read in the Book of Mormon, my faith was strengthened.

When the clause containing future when (‘ā) is not the first clause of a sentence, ‘pe’ must directly precede it.

Function: Asking about and describing actions and events
Context: Following up on commitments

Scenario

You and your companion are out proselyting and stop by an investigator's house to check up on him.

1. Practice: Pair up with another missionary. One of you act as Ma'a, the investigator, and the other act as the missionary. Discuss Ma'a's experiences so far with his commitments.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You just finished teaching Pou'esi about the Word of Wisdom, but he is having a very hard time accepting it. He says he is so addicted to smoking and drinking that there is no way he could give them up – and besides, he enjoys doing them. Moreover, he questions the legitimacy of the Word of Wisdom by stating that he hasn't seen anything in the Bible against drinking alcohol or smoking tobacco. Help Pou'esi overcome his concerns by promising him the blessings he will receive by obeying the Word of Wisdom and help him to see how he can know it is truly a commandment from God.

If

	‘Āfai	**‘e**	**te**	**tatalo**	**‘i le Atua,**	**‘o le ‘ā**	**‘e**		**maua se tali.**	
	If	*you*	*(habitual tense)*	*pray*	*to God,*	*(future tense)*	*you*		*receive an answer.*	
‘Ioe, *Yes,* **Leai,** *No,*	**‘Āfai** *If*	**‘e** *you* **lua** *you (2)* **‘ou** *I*	**te** *(habitual/ future tense)*	**tatalo** *pray* **tausi** *keep* **faitau** *read* **tu’u** *quit* **‘auai** *attend*	**‘i le Atua** *to God* **le ‘Upu o le Poto** *the Word of Wisdom* **le Tusi a Māmona** *the Book of Mormon* **lenei matā’upu** *this chapter/principle* **le Sapati ‘ia pā’ia** *the Sabbath holy* **le ulaula** *(the) smoking* **au agasala** *your sins* **‘i le lotu** *(to the) church* **ta’utinoga** *commitments*	**‘o le ‘ā** *(future tense)*	**‘e** *you* **lua** *you (2)* **‘ou** *I* **__** *(nothing)*	**(lē)** *(not)*	**maua se tali.** *receive an answer.* **maua fa’amanuiaga.** *receive blessings.* **lagona le Agaga.** *feel the Spirit.* **fa’amālosia lou fa’atuatua.** *strengthen your faith.* **mamā.** *pure/clean.* **iloa e moni.** *know it’s true.* **maua ta’ita’iga mai le Atua.** *receive guidance from God.*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 239-240, 511

‘Āfai ‘ou te faitau le Tusi a Māmona, ‘o le ‘ā ‘ou maua fa’amanuiaga?
If I read the Book of Mormon, will I receive blessings?
‘Ioe, ‘āfai ‘e te faitau le Tusi a Māmona, ‘o le ‘ā ‘e maua fa’amanuiaga.
Yes, if you read the Book of Mormon, you will receive blessings.
Leai, ‘āfai ‘e te faitau le Tusi a Māmona, ‘o le ‘ā ‘e lē maua fa’amanuiaga.
No, if you read the Book of Mormon, you will not receive blessings.

When ‘āfai is placed in the second or any subsequent clause of a sentence, it must be directly preceded by ‘pe.’

Scenario

You and your companion just finished teaching Iosefa, an investigator, about the Word of Wisdom. When you extend the commitment to him to live the Word of Wisdom, he says: “I don’t know, guys. I really like my daily cup of coffee and the occasional smoke. I don’t think I am ready to give these things up yet.”

1. Practice: Pair up with another missionary. One of you act as Iosefa, and the other act as the missionary. Discuss the blessings that come from living the Word of Wisdom.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are taking a quick rest from the heat, and you are sitting down outside a fale’oloa drinking Fanta. A middle-aged man approaches you and says: “I see you Mormons drinking Fanta and Sprite all the time but never any of the real good stuff, you know, Vailima (beer). Why do you do it?” Discuss with the man the benefits that come from living the Word of Wisdom.

If (hypothetical situation)

	‘Ana	**lē**	**pa’ū**	**Atamu ma Eva,**	**‘ua**	**lē**	**mafai**	**ona**	**lā**	**fanafānau.**	
	If (had)	*not*	*fall*	*Adam and Eve,*	*(would)*	*not*	*able*	*(auxiliary marker)*	*they (2)*	*have children.*	
‘Ioe, *Yes,* **Leai,** *No,*	**‘Ana** *If (had)*	**(lē)** *(not)*	**pa’ū** *fall* **solitulāfono** *transgress*	**Atamu ma Eva** *Adam and Eve* **‘i lā’ua** *they (2)* **o tātou ulua’i mātua** *our (3+ - incl.) first parents*	**‘ua** *(would)* **e** *(would)* **po’ua** *(would?)*	**(lē)** *(not)*	**mafai** *able*	**ona** *(auxiliary marker)*	**lā** *they (2)* **tātou** *we (3+ - incl.)* **‘e** *you* **__** *(nothing)*	**fanafānau.** *have children.* **maua le fiafia.** *receive (the) happiness.* **ola.** *live.* **iloa le lelei mai le leaga.** *know (the) good from (the) evil.* **maua tino.** *receive bodies.* **iloa le tigā.** *know (the) pain.* **fa’ataunu’uina le fuafuaga a le Atua.** *fulfill the plan of God.*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 241-242, 511

‘Ana lē pa’ū Atamu ma Eva, ‘ua mafai ona tātou maua le fiafia?
If Adam and Eve hadn’t have fallen, would we be able to receive (the) happiness?
‘Ioe, ‘ana lē pa’ū Atamu ma Eva, ‘ua mafai ona tātou maua le fiafia.
Yes, if Adam and Eve hadn’t have fallen, we would be able to receive (the) happiness.
Leai, ‘ana lē pa’ū Atamu ma Eva, ‘ua lē mafai ona tātou maua le fiafia.
No, if Adam and Eve hadn’t have fallen, we wouldn’t be able to receive the happiness.

When ‘ana is placed in the second or any subsequent clause of a sentence, it must be directly preceded by ‘pe.’

Function: Asking and answering questions of cause and effect
Context: Discussing the fall of Adam and Eve

Scenario

You and your companion are teaching Peteli, an investigator, the Plan of Salvation. Before teaching him about the Fall of Adam and Eve, you ask: “What do you know about the Fall of Adam and Eve?” He replies, “They screwed up. If they hadn’t of eaten that fruit, we would all be in paradise right now – no pain or suffering, just happiness all the time.”

1. Practice: Pair up with another missionary. One of you act as Peteli, and the other act as the missionary. Discuss together the Fall of Adam and Eve and the consequences that would have come from their not having eaten the fruit.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion just finished teaching Leti, an investigator, about the Fall of Adam and Eve. After you ask whether or not she has any questions, she says: “I just don’t get one thing – why couldn’t they have just stayed in the garden and been happy forever?” Help Leti understand why not.

Whether or Not

	‘O le ‘ā	**‘ou**		**tatalo**	**e**	**iloa**	**pe**	**moni le Tusi a Māmona.**	
	(Future tense)	*I*		*pray*	*to*	*know*	*whether or not*	*the Book of Mormon is true.*	
‘Ioe,	**‘O le ‘ā**	**‘ou**	**(lē)**	**tatalo**	**e**	**iloa**	**pe/po**	**moni le Tusi a Māmona.**	?
Yes,	*(Future tense)*	*I*	*(not)*	*pray*	*to*	*know*	*whether or not*	*the Book of Mormon is true.*	*Raise voice then drop on second to last vowel of the sentence.*
Leai,	**Sa**	**‘e**		**faitau le Tusi a Māmona**				**moni le Ekālēsia.**	
No,	*(Past tense)*	*you*		*read the Book of Mormon*				*the Church is true.*	
		lua		**‘auai ‘i le lotu**				**moni mea ‘ua mā a’oa’o atu.**	
		you (2)		*attend (to the) church*				*the things we have taught you are true.*	
				tausi le ‘Upu o le Poto				**tatau ona (‘e/‘ou) papatiso.**	
				keep the Word of Wisdom				*(you/I) should be baptized.*	
				fa’atino le fa’atuatua				**moni.**	
				exercise (the) faith				*it’s true.*	
				tausi lenei poloa’iga				**mai le Atua.**	
				keep this commandment				*it’s from God.*	
				mulimuli ‘i musumusuga				**‘o losefa Samita ‘o se perofeta moni.**	
				follow (to) promptings				*Joseph Smith is a true prophet.*	

WD: 229-230

‘O le ‘ā ‘e tatalo e iloa po ‘o losefa Samita ‘o se perofeta moni?

Will you pray to know whether or not Joseph Smith is a true prophet?

‘Ioe, ‘o le ‘ā ‘ou tatalo e iloa po ‘o losefa Samita ‘o se perofeta moni.

Yes, I will pray to know whether or not Joseph Smith is a true prophet.

Leai, ‘o le ‘ā ‘ou lē tatalo e iloa po ‘o losefa Samita ‘o se perofeta moni.

No, I will not pray to know whether or not Joseph Smith is a true prophet.

‘Po’ generally goes before words that start with ‘u’ or ‘o’, ‘pe’ generally goes before anything else.

Function: Asking and answering questions of contrasting attitudes, emotions, feelings
Context: Inviting others to keep commitments

Scenario

You have just finished teaching Ben, an investigator, about the Restoration of the Gospel. He asks: “This all sounds great – if it’s true. How can I know?”

1. Practice: Pair up with another missionary. One of you act as Ben, the other act as the missionary. Have the missionary help Ben know how he can know if the things you have taught are true through giving him commitments.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion have been teaching Veronika for months without much progress. In the middle of one lesson, she says in frustration: “Elders, I just don’t know if what you teach is true. Anybody could make this stuff up.” Help Veronika come to know your message is true by giving her commitments that will help her receive conversion.

	Na *(Past tense)*	**‘e** *you*	**tatalo** *pray*	**‘i le Atua** *to God*	**pe** *or*	**leai?** *no?*	

‘Ioe, *Yes,* **Leai,** *No,*	**Na** *(Past tense)*	**‘e** *you* **‘ou** *I* **lua** *you (2)*	**tatalo** *pray* **faitau** *read* **tu’u** *give up* **lagona** *feel* **maua** *receive*	**‘i le Atua** *to God* **i le Tusi a Māmona** *in the Book of Mormon* **ananafi** *yesterday* **le inu ‘ava mālosi** *drinking alcohol* **le Agaga** *the Spirit* **le fīlēmū** *peace* **se tali** *an answer* **ni manatu lelei** *some good thoughts*	**pe/po** *or*	**leai?** *no?* **‘o le Tusi Pā’ia?** *the Bible?* **‘o le ulaula?** *(the) smoking?* **‘o le aso i ona tua atu?** *the day before yesterday?* **le fiafia?** *(the) happiness?* **le māfanafana?** *(the) comfort?* **ni lagona lelei?** *some good feelings?* **se leo fīlēmū toe agamalū?** *a still and gentle voice?*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 230

Na ‘e faitau i le Tusi a Māmona po’o le Tusi Pā’ia?
Did you read in the Book of Mormon or the Bible?
Na ‘ou faitau i le Tusi a Māmona.
I read in the Book of Mormon.
Na ‘ou faitau i le Tusi Pā’ia.
I read in the Bible.

‘Po’ goes before words that start with ‘u’ or ‘o’, ‘pe’ goes before anything else.

Function: Asking about and describing actions and events
Context: Following up on commitments

Scenario

Asoiva, one of your investigators, has been having a tough time receiving an answer to his prayers concerning the truthfulness of your message. During your last lesson, you and your companion taught him about the nature of revelation and told him to watch out for specific feelings and thoughts the next time he prays. You committed him to read in Alma 32 and to pray once again to know if your message is true. Two days have passed since that lesson and you and your companion drop by his flat to check up on your commitments.

1. Practice: Pair up with another missionary. One of you act as Asoiva, the other act as the missionary. Discuss the commitments you previously gave him and help Asoiva determine whether or not he had an experience with the Spirit.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

One of your investigators, Pou'esi, has been struggling with the Word of Wisdom. Last visit, you and your companion helped him come up with a step by step plan to give up smoking and drinking alcohol. During this follow up visit, ask Pou'esi about his progress and help him to recognize blessings he is receiving from his efforts

Then

	Ona *(Then)*		**tatalo** *pray*	**lea** *(then)*	**‘o Iosefa Samita** *Joseph Smith*	**‘i le Tamā.** *to the Father.*	
‘Ioe, *Yes,* **Leai,** *No,*	**Ona** *(Then)*	**(lē)** *(not)*	**tatalo** *pray* **fenumia’i** *confused* **ā** *what* **alu** *go (1 person)* **ō** *go (2+ person)* **va’ai** *see* **saunoa** *speak (po.)* **avea** *become (with ma)* **faitau** *read* **fa’aliliu** *translate*	**lea** *(then)*	**‘o Iosefa Samita** *Joseph Smith* **e Iosefa Samita** *Joseph Smith* **‘o ia** *he* **e ia** *he* **‘o le Atua** *God* **‘o manatu** *thoughts* **__** *(nothing)*	**‘i le Tamā.** *to the Father.* **‘i le Atua ma Iesū Keriso.** *to God and Jesus Christ.* **‘i le togāvao.** *to a grove of trees.* **‘o le Tusi Pā’ia.** *the Bible.* **‘iā Iosefa Samita.** *to Joseph Smith.* **ma perofeta.** *prophet (become).* **‘o le Tusi a Māmona.** *the Book of Mormon.* **‘o Iosefa Samita.** *of Joseph Smith.* **e tusa ma le mea e fai.** *about what to do.* **__.** *(nothing).*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 234-236

Ona faitau lea e Iosefa Samita ‘o le Tusi Pā’ia?
Then did Joseph Smith read the Bible?
‘Ioe, ona faitau lea e Iosefa Samita ‘o le Tusi Pā’ia.
Yes, then Joseph Smith read the Bible.
Leai, ona lē faitau lea e Iosefa Samita ‘o le Tusi Pā’ia.
No, then Joseph Smith did not read the Bible.

Ona ā lea?
Then what?
Ona va’ai lea ‘o ia ‘i le Tamā.
Then he saw the Father.

When a transitive verb is used with ‘ona … lea’ ‘o should precede the direct object. When an intransitive verb is used, the ‘o should precede the subject.

Function: Narrating experiences and telling stories
Context: Discussing the story of Joseph Smith

Scenario

You and your companion are teaching a new investigator, Mikaele, about the Restoration of the Gospel. Your companion just finished teaching about the Great Apostasy. Now it is your turn to teach about the Restoration of the Gospel through Joseph Smith.

1. Practice: Pair up with another missionary. One of you act as Mikaele, and the other be the missionary. Discuss the story of Joseph Smith in chronological order, using the word 'then' to show what happened next.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You and your companion are in a follow-up visit with Asoiva. Last time you met, you taught him about the Restoration of the Gospel. Before you start with the lesson, you ask Asoiva to explain to you what he remembers from last time. He struggles to remember many aspects of Joseph Smith's story, and he gets the chronology mixed up. Discuss with Asoiva the story of Joseph Smith and the Restoration of the Gospel through him.

• One of your investigators, Liu, is struggling to receive an answer to his prayers about what you have taught. You and your companion decide to share with him experiences that you have had receiving answers to prayers to help him out. Take about five minutes to look up the vocab you will need, then share an experience with another missionary of a time that you received an answer to a prayer.

After

	‘Ā *When*	**‘uma** *finish*	**ona** *(aux. marker)*	**‘e papatiso,** *you get baptized,*	**‘o le ‘ā** *(future tense)*		**avea ‘oe ma se tagata o le ‘Ekālesia.** *you become a member of the Church.*	
‘Ioe, *Yes,* **Leai,** *No,*	**‘Ā** *When* *(Future tense)* **Ina ‘ua** *When* *(Past tense)*	**‘uma** *finish*	**ona** *(aux. marker)* ***____** *(nothing)*	**papatisoina ‘oe** *you have been baptized* **avea ‘oe ma se tagata o le Ekālesia** *you become a member of the Church* **fa’amau ‘oe** *you get confirmed* **‘e maua le mea alofa o le Agaga Pā’ia** *you receive the gift of the Holy Ghost* ***lou papatisoga** *your baptism* ***lou fa’amauga** *your confirmation*	**‘o le ‘ā** *(future tense)* **sa** *(past tense)*	**(lē)** *(not)*	**avea ‘oe ma se tagata o le ‘Ekālesia.** *you become a member of the Church.* **‘e maua se tofiga.** *you receive a calling.* **tatau ona ‘e totogi le sefulua’i.** *you should pay tithing.* **‘e maua le avanoa e alu ‘i le malumalu.** *you receive the opportunity to go to the temple.* **‘e maua ta’ita’iga mai le Agaga.** *you receive guidance from the Spirit.* **tatau ona ‘e tūmau se’i o’o ‘i le i’uga.** *you should endure to the end.* **tatau ona ‘e fetagofi ‘i le fa’amanatuga.** *you should take the sacrament.* **ta’ita’ina ‘oe e le Agaga i mea e tatau ona ‘e fai.** *the Spirit guide you in things you should do.* **Iapata’i le Agaga ‘iā te ‘oe e alo’ese mai a’afiaga leaga.** *the Spirit warn you to stay away from bad influences.*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 257-258, 516

‘Ā ‘uma lo’u fa’amauga, ‘o le ‘ā ‘ou maua ta’ita’iga mai le Agaga?
After my confirmation, will I receive guidance from the Spirit?
‘Ioe, ‘ā ‘uma lou fa’amauga, ‘o le ‘ā ‘e maua ta’ita’iga mai le Agaga.
Yes, after your confirmation, you will receive guidance from the Spirit.
Leai, ‘ā ‘uma lou fa’amauga, ‘o le ‘ā ‘e lē maua ta’ita’iga mai le Agaga.
No, after your confirmation, you will not receive guidance from the Spirit.

When the clause containing future after (’ā ’uma) is not the first clause of a sentence, ‘pe’ must directly precede it.

Scenario

You and your companion just committed Lisaki to be baptized. After he accepts your invitation, he says, “But Elders, to be completely honest I am a bit worried about becoming a member of your Church. I don’t know anything about what it will be like.”

1. Practice: Pair up with another missionary. One of you be Lisaki and the other the missionary. Discuss what it is like being a member of the Church; the opportunities, the blessings, and also the new responsibilities and expectations.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

It is P-day, and you just received a letter in the mail from an investigator named Fale in your last area. She has written to tell you the amazing news that she is getting baptized in a few weeks. Write Fale a short letter congratulating her and letting her know the great blessings that are in store for her as a member of the Church.

Before

	A'o le'i	**tātou**			**ō mai 'i lenei lalolagi,**	**sa**	**tātou**		**iai i le mua'i olaga.**	
	Before	*we*			*came to this world,*	*(past tense)*	*we*		*exist in the first life.*	
'Ioe,	**A'o le'i**	**tātou**			**ō mai 'i lenei lalolagi**	**sa**	**tātou**	**(lē)**	**iai i le mua'i olaga.**	?
Yes,	*Before*	*we*			*come (singular: sau) to this world*	*(past tense)*	*we (3+ - incl.)*	*(not)*	*exist in the pre-earth life.*	*Raise voice then drop on second to last vowel of the sentence.*
Leai,					**fānau mai**		**'e**		**nofo ma le Atua.**	
No,	**'Ae**	**('e**	**te)**	**le'i**	*born (plural: fānanau)*		*you*		*dwell (plural: nonofo) with God.*	
	But	*(you*	*habitual)*	*hadn't*	**foafoa e le Atua le lalolagi**		**—**		**filifili e mulimuli 'iā Iesū.**	
		WD: 233-234		*WD: 147*	*God created the Earth*		*(nothing)*		*choose to follow (to) Jesus.*	
		WD: 254-255			**iai 'i'inei**				**fai le fono i le lagi.**	
					exist here				*held a council in (the) Heaven.*	
					maua ni tino, a'oa'o, ma tuputupu a'e				**leai ni o tātou tino.**	
					receive (some) bodies, learn, and grow				*we didn't have any bodies.*	
									mafai ona avea 'i tātou e pei 'o le Tamā.	
									we could become like the Father.	
									mafai ona tātou alualu pea 'i luma.	
									we could keep progressing.	

WD: 256-257

'Ae le'i foafoa e le Atua le lalolagi, sa tātou nonofo ma le Atua?
Before God created the Earth, did we live with God?
'Ioe, 'ae le'i foafoa e le Atua le lalolagi, sa tātou nonofo ma le Atua.
Yes, before God created the Earth, we lived with God.
Leai, 'ae le'i foafoa e le Atua le lalolagi, sa tātou lē nonofo ma le Atua.
No, before God created the Earth, we didn't live with God.

'Ae and a'o are interchangeable. Only descriptive pronouns can be placed between 'ae or a'o and le'i.

Function: Asking about and describing actions and events
Context: Discussing the pre-mortal life

Scenario

You and your companion are teaching Tomasi about the Plan of Salvation. Your companion just gave an overview of the lesson, and now it is your turn to teach briefly about the Pre-Mortal Life.

1. Practice: Pair up with another missionary. One of you act as Tomasi and the other act as the missionary. Discuss together the Pre-Mortal Life and its importance to God's plan for His children.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion just met a new investigator named Iosefa. While you are getting to know him, at one point he says, "Guys, I have done some really bad things in my life. I just got out of jail a couple months ago. I have been a bad person my whole life and I feel like that's just who I am and I can never change." You feel prompted to share with Iosefa his divine potential by discussing with him his valiance in the Pre-Mortal Life. Help Iosefa see his incredible potential by telling him about his role in the Pre-Mortal Life.

In Order to/Lest

	‘Ina ‘ia	**mālosi lou tino,**	**e**		**tatau**	**ona**	**‘e**	**tausi le ‘Upu o le Poto.**	
	In order to	*strong your body,*	*(habitual)*		*should*	*(auxiliary marker)*	*you*	*Keep the Word of Wisdom.*	
‘Ioe,	**(‘Ina) ‘ia**	**mālosi lou tino,**	**e**	**(lē)**	**tatau**	**ona**	**‘e**	**tausi le ‘Upu o le Poto.**	?
Yes,	*In order to*	*strong your body,*	*(habitual)*	*(not)*	*should*	*(auxiliary marker)*	*you*	*Keep the Word of Wisdom.*	*Raise voice then drop on second to last vowel of the sentence.*
Leai,	**(‘Ina) ne’i**	**maua le soifua mālōlōina,**			**mafai**		**tātou**	**ulaula.**	
No,	*Lest*	*receive (the) health,*			*can*		*we (3+ - incl.)*	*smoke.*	
		tigā fa’aleagaga,			**mana’omia**		**‘ou**	**tu’u le inu ‘ava mālosi.**	
		be spiritually pained,			*need*		*I*	*give up (the) drinking alcohol.*	
		tuli‘ese le Agaga,			**ao**			**tausi lelei lou tino.**	
		chase away the Spirit,			*must*			*take good care of your body.*	
		fa’atino le fa’atuatua,						**usita’i ‘i (ai/lenei poloa’iga).**	
		exercise (the) faith,						*obey (it/this commandment).*	
		salamō i au agasala,						**tatalo ‘i le Atua.**	
		repent of your sins,						*pray to God.*	
		fa’alatalata ‘iā Iesū Keriso,						**alo’ese mai mea e leaga ai lou tino.**	
		get closer to Jesus Christ,						*avoid things that will harm your body.*	
		iloa pe mai le Atua lenei poloa’iga,							
		know whether or not this commandment is from God,							
WD: 252-253, 515		**agava’a mo le papatisoga,**							
		be worthy for (the) baptism,							

‘Ina ne’i tuli‘ese le Agaga, e tatau ona tātou tu’u le inu ‘ava mālosi?
Lest we chase away the Spirit, should we give up (the) drinking alcohol?
‘Ioe, ‘ina ne’i tuli‘ese le Agaga, e tatau ona tātou tu’u le inu ‘ava mālosi.
Yes, lest we chase away the Spirit, we should give up (the) drinking alcohol.
Leai, ‘ina ne’i tuli‘ese le Agaga, e lē tatau ona tātou tu’u le inu ‘ava mālosi.
No, lest we chase away the Spirit, we shouldn’t give up (the) drinking alcohol.

Function: Asking and answering questions of cause and effect
Context: Discussing the Word of Wisdom

Scenario

You noticed the first time you visited Tasi that her house smelled strongly of smoke, and there are always beer bottles lying around her house. You and your companion have decided that it is now time to address the Word of Wisdom with her. After explaining to Tasi what the Word of Wisdom is, you feel impressed to let her know about the risks of not keeping the commandment and the benefits of living by it.

1. Practice: Pair up with another missionary. One of you act as Tasi and the other act as the missionary. Discuss together the benefits of keeping the Word of Wisdom and the consequences of not keeping it.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are eating at a restaurant with several other missionaries from your zone on preparation day. While you are eating, a middle-aged man walks up to you and says, “You Mormons are always drinking stuff like Sprite and milk. Why don’t you ever drink alcohol?” Discuss with the man why you don’t drink alcohol.

Who as a Non-Question Word

E	**iai**	**a'u**	**uō**	**'o ē**	**e**	**fia a'oa'o e uiga i le 'Ekālesia.**
Habitual	*exist*	*my*	*friends*	*who*	*(habitual)*	*want to learn about the Church.*

'loe, *Yes,* **Leai,** *No,*	**E** *(Habitual)*	**iai** *exist* **leai** *doesn't exist*	**a'u** *my* **ni au** *your* **sau** *your* **la'u** *my* **sou** *your* **ni ou** *your* **so'u** *my* **ni o'u** *my* **__** *(nothing)*	**uō** *friends* **uso** *brother (masculine)* **tuafafine** *sister* **uso** *sister (feminine)* **tuagane** *brother (feminine)* **__** *(nothing)*	**'o ē** *who (plural)* **'o lē** *who (singular, definite)* **'o sē** *who (singular, indefinite)* **sē i lou 'āiga** *anyone in your family who* **sē lua te faigaluega** *anyone you (2) work with who* **sē lua te a'oga** *anyone you (2) go to school with who*	**e** *(habitual)* **'ua** *(determinate present)*	**fia a'oa'o e uiga 'i le 'Ekālesia.** *want to learn about the Church.* **mafai ona mā a'oa'o 'i ai.** *we can teach.* **fia fa'alogo 'i la mā sāvali.** *want to listen to our message.* **mafai ona fa'amanuia 'i ai le Talalelei Toefuata'iina.** *the Restored Gospel can bless.* **fa'ato'ā fa'aipoipo.** *just got married.* **fa'ato'ā maua se pepe fou.** *just had a new baby.* **mana'omia le mā sāvali.** *needs our message.* **fa'ato'ā maliu sē i lona 'āiga.** *someone in his/her family recently passed away.*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 311-314

E iai sē lua te faigaluega e mafai ona fa'amanuia 'i ai le Talalelei Toefuata'iina?
Is there anyone you work with whom the Restored Gospel could bless?
'loe, e iai lē mā te faigaluega e mafai ona fa'amanuia 'i ai le Talalelei Toefuata'iina.
Yes, there is one person I work with whom the Restored Gospel could bless.
Leai, e leai sē mā te faigaluega e mafai ona fa'amanuia 'i ai le Talalelei Toefuata'iina.
No, there's nobody I work with whom the Restored Gospel could bless.

When antecedents don't precede pronouns 'o ē, 'o lē, and 'o sē in the same clause, the 'o is omitted. In this case, the English translation of these pronouns changes slightly, to 'those', 'the one', and 'anyone', respectively.

Scenario

You and your companion just finished teaching Tavita for the first time. He accepted everything you taught him eagerly. Now you feel impressed to ask him for referrals.

1. Practice: Pair up with another missionary. One of you act as Tavita and the other act as the missionary. Practice discussing together possible referrals out of people Tavita knows for the missionaries to teach.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are riding the bus between two villages in your area. You strike up a conversation with the man sitting next to you, and quickly steer the conversation to the Restoration of the Gospel. You ask the man if he would like to learn more, though he politely declines your offer. Now try to help the man identify people whom he knows who would be interested in listening to your message.

Causal Fronting

	‘O *(noun marker)*	**le mana o le Agaga Pa’ia** *the power of the Holy Ghost*	**tou** *you (3+)*	**te** *(habitual tense)*		**iloa** *know*	**ai** *(fronting marker)*	**le moni o mea ‘uma.** *the truth of things all.*
‘Ioe, *Yes,* **Leai,** *No,*	**‘O** *(noun marker)*	**le mana o le Agaga Pa’ia** *the power of the Holy Ghost* **le tatalo fa’atauānau** *the earnest prayer* **le tatalo i le fa’atuatua** *the praying in faith* **le tatalo so’o** *the praying often* **le fa’atinoina o le fa’atuatua** *the exercising of faith* **lou fa’atuatua** *your faith* **lou tausia o ta’utinoga** *your keeping of commitments* **le mānatunatu** *the pondering* **le alu pea ‘i luma i le fa’atuatua** *the going forward in faith*	**tou** *you (3+)* **‘e** *you* **tātou** *we (3+ - incl.)*	**te** *(habitual tense)*	**(lē)** *(not)*	**iloa** *know* **maua** *receive* **lagona** *feel* **maitau** *recognize*	**ai** *(fronting marker)*	**le moni o mea ‘uma.** *the truth of all things.* **tali mai le Atua.** *answers from God.* **fa’amanuiaga.** *blessings.* **le Agaga.** *the Spirit.* **le moni o la mā sāvali.** *the truth of our message.* **pe moni mea ‘ua mā a’oa’o atu ai.** *whether or not the things we have taught are true.* **musumusuga fīlēmū a le Agaga.** *the quiet whisperings of the Spirit.*	? *Raise voice then drop on second to last vowel of the sentence.*

WD: 300-307

‘O le tatalo fa’atauānau tātou te maua ai tali mai le Atua?
By earnest prayer do we (3+ - incl.) receive answers from God?
‘Ioe, ‘o le tatalo fa’atauānau tātou te maua ai tali mai le Atua.
Yes, by earnest prayer we (3+ - incl.) receive answers from God.
Leai, ‘o le tatalo fa’atauānau tātou te lē maua ai tali mai le Atua.
No, by earnest prayer we (3+ - incl.) do not receive answers from God.

Fronting marker ‘ai’ must also be used when time words, place words, or objects of preposition are ‘fronted’, meaning they come before the verb they modify.

Function:Asking about and describing actions and events
Context:Discussing praying to know the truth through the power of the Holy Ghost

Scenario

You and your companion just finished teaching Ma'amanino, an investigator, about the story of Joseph Smith and the coming forth of the Book of Mormon. You ask if she has any questions, and she responds: "This is a pretty amazing story – and I want to believe, but anybody could just make up a story like this. How can I know it's true?"

1. Practice: Pair up with another missionary. One of you act as Ma'amanino and the other act as the missionary. Discuss together how Ma'amanino can come to know that your message is true.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

It has been a week since your last visit with Eli. Last time you taught him, you committed him to read in the Book of Mormon and pray to know if the things you have taught are true. During this visit, Eli tells you he prayed one night to know if it is true but didn't get an answer. He hadn't prayed again since nor has he read at all in the Book of Mormon. Discuss with Eli what it takes to receive an answer from God.

Complete Action (Perfective Aspect)

Sa *(Past tense)*	**fa'ataunu'uina** *accomplished*	**e** *(subject marker)*	**Iesū Keriso** *Jesus Christ*	**le Togiola** *the Atonement*	**mo 'itātou.** *for us (3+ - incl.).*

'Ioe, *Yes,*
Leai, *No,*

Sa *(Past tense)*
'Ua *(Det. present)*
'O le 'ā *(Future tense)*

(lē) *(not)*

fa'ataunu'uina *accomplished*
fa'amāgaloina *forgiven*
fa'atūina *established*
vala'auina *called*
saunia *prepared*
faia *done*
alofagia *loved*
fa'asauāina *persecuted*

e *(subject marker)*

Iesū Keriso *Jesus Christ*
le Ali'i *the Lord*
le Atua *God*
tagata amioleaga *wicked people*

le Togiola *the Atonement*
tagata salamō *repentant people*
lana 'Ekālesia *his Church*
'Aposetolo *Apostles*
'i tātou *us (3+ - incl.)*
'oe *you*
Iesū Keriso *Jesus Christ*

mo 'itātou. *for us (3+ - incl.).*
'ona 'o le Togiola. *because of the Atonement.*
ina 'ua ia soifua. *when He lived.*
e ta'ita'i le 'Ekālesia. *to lead the Church.*
__. *(nothing).*

? *Raise voice then drop on second to last vowel of the sentence.*

WD: 118-122

Sa fa'atūina e Iesū Keriso Lana Ekālēsia ina 'ua ia soifua?
Did Jesus Christ establish His Church when He was alive?
'Ioe, sa fa'atūina e Iesū Keriso Lana Ekālēsia ina 'ua ia soifua.
Yes, Jesus Christ established His Church when He was alive.
Leai, sa lē fa'atūina e Iesū Keriso Lana Ekālēsia ina 'ua ia soifua.
No, Jesus Christ did not establish His Church when He was alive.

Note: Not all verbs can be perfected. All perfected verbs are transitive, even if the original forms are intransitive. Most verbs are perfected by adding an 'ina' or an 'a' at the end, but there isn't really a pattern and there are other possible perfected endings.

Function: Asking about and describing actions and events
Context:Discussing Jesus Christ's mortal ministry

Scenario

You and your companion are in your first visit with Tanielu, a new investigator. He accepts you gladly into his home as servants of Christ, but before you start teaching he declares: “Before you teach me anything about Joseph Smith or the Mormon Church, I want to know that you believe in the same Jesus that I do. What do you believe about Christ?”

1. Practice: Missionaries pair up, with one assuming the role of Tanielu and the other the role of the missionary. Have the two discuss their respective beliefs about Christ.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion met Weipan, a man from China living in Samoa, in the store he owns last preparation day. You had set up an appointment for today to teach him in his home. When you arrive, Weipan tells you he is most interested in learning first about Jesus Christ, because he knows nothing about Him. Teach Weipan what our Church knows about Jesus Christ.

Gerunds (Perfective Aspect)

	E ala i le	**tausia**	**o**	**poloa'iga,**	**tātou**	**te**		**maua**	**ai**	**fa'amanuiaga.**
	Through the	*keeping*	*of*	*(the) commandments,*	*we*	*(habitual tense)*		*receive*	*(fronting marker)*	*blessings.*
'Ioe,	**E ala i le**	**tausia**	**o**	**poloa'iga**	**tātou**	**te**	**(lē)**	**maua**	**ai**	**fa'amanuiaga.**
Yes,	*Through the*	*keeping*	*of*	*(the) commandments*	*we (3+ - incl.)*	*(habitual*	*(not)*	*receive*	*(fronting marker)*	*blessings.*
Leai,	**'O le**	**faia**		**le 'Upu o le Poto**	**'e**	*tense)*		**lagona**		**le Agaga.**
No,	*The*	*doing*		*the Word of Wisdom*	*you*			*feel*		*the Spirit.*
	'O lou	**fa'ataunu'uina**		**le Afioga a le Atua**				**iloa**		**le soifua mālōlōina.**
	Your	*accomplishing*		*the Word of God*				*know*		*(the) health.*
		tu'ua		**le ulaula**						**le fīlēmū.**
		quiting		*(the) smoking*						*(the) peace.*
				le inu 'ava mālosi						**le fiafia.**
				(the) drinking alcohol						*(the) happiness.*
				tulāfono						**pe mai le Atua.**
				(the) rules/laws						*if it's from God.*
										le alofa o le Atua.
										the love of God.

?

Raise voice then drop on second to last vowel of the sentence.

'O le faia o le Afioga a le Atua, tātou te maua ai le Agaga?

By doing the Word of God, do we receive the Spirit?

'Ioe, 'o le faia o le Afioga a le Atua tātou te maua ai le Agaga.

Yes, by doing the Word of God we receive the Spirit.

Leai, 'o le faia o le Afioga a le Atua tātou te lē maua ai le Agaga.

No, by doing the Word of God we don't receive the Spirit.

Function: Asking about and describing actions and events
Context: Discussing blessings of living the Word of Wisdom

Scenario

You noticed the first time you visited Tasi that her house smelled strongly of smoke, and there are always beer bottles lying around her house. You and your companion have decided that it is now time to address the Word of Wisdom with her. After explaining to Tasi what the Word of Wisdom is, you feel impressed to let her know about the risks of not keeping the commandment and the benefits of living by it.

1. Practice: Pair up with another missionary. One of you act as Tasi and the other act as the missionary. Discuss together the benefits of keeping the Word of Wisdom and the consequences of not keeping it.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are eating at a restaurant with several other missionaries from your zone on preparation day. While you are eating, a middle-aged man walks up to you and says, “You Mormons are always drinking stuff like Sprite and milk. Why don’t you ever drink alcohol?” Discuss with the man why you don’t drink alcohol.

Laina Muamua ma Igoa o Pese

A

A Mighty Fortress is Our God **41**
A Poor Wayfaring Man of Grief 16
Abide With Me 92
Abide With Me, Tis Eventide 93
All Creatures of our God and King 39
All Glory, Laud and Honor 42
Alleluia 39
An Angel from on High 8
Angels We Have Heard on High 115
Arise o Glorious Zion 20
As I Have Loved You 195
As I Search the Holy Scriptures 174
As I Watch the Rising Sun 193
As Sister in Zion 196
Away in a Manger 117

B

Be Thou Humble 69
Beautiful, Zion Built Above 23
Because I Have Been Given Much 124
Before Thee Lord, I Bow My Head 87
Behold, The Great Redeemer Die 99

C

Called to Serve 156
Carry On 160
Children of our Heavenly Father 182
Choose the Right 149
Christ the Lord is Risen Today 112
Come Away to Sunday School 173
Come Unto Jesus 65
Come All ye Sons of God 200
Come Come Ye Saints 17
Come, Follow Me 62
Come, Listen to a Prophet's Voice 13
Come, O Thou King of Kings 25
Come, We that Love the Lord 64
Come Ye Children of the Lord 24
Come Ye Thankful People 52
Count Your Blessings 151

D

Dear to the Heart of the Shepherd 135
Dearest Children, God is Near You 180
Did You Think to Pray? 75
Do Not Pass Me By 54
Do What is Right 148

F

Families Can be Together Forever 183
Far Far Away on Judea's Plain 121
Firm as the Mountains Around Us 160
For the Beauty of the Earth 50
For the Strength of the Hills 19

G

Gently Raise the Sacred Strain 81
Glory to God on High 40
Go Forth with Faith 168
God be with you till we meet again 89
God Bless our Prophet Dear 9
God is Love 48
God Loved us, so He Sent His son 104
God our Father, Hear Us Pray 106
Guide us, O thou Great Jehovah 47

H

Hark! The Herald Angels Sing 119
Hark All Ye Nations 165
Have I Done any Good? 136
He is Risen! 111
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High on the Mountain Top 4
Home Can be Heaven on Earth 179
Hope of Israel 161
How Firm a Foundation 45
How Gentle God's Commands? 66
How Great the Wisdom and Love 109
How Great Thou Art 46

I

I am a Child of God 184
I Believe in Christ 71
I Have a Family Here on Earth 183
I Have Work Enough to Do 137
I Know My Father Lives 185
I Know that My Redeemer Lives 73
I Need Thee every Hour 57
I Stand All Amazed 107
I will not doubt, I will not fear 67
I'll Go Where you Want me to Go 169
Improve the Shining Moments 139
In Humility, Our Savior 95
In Memory of the Crucified 105
Israel, Israel God is Calling 6
It Came Upon a Midnight Clear 118
It May Not Be on a Mtn Height 169

J

Jehovah, Lord of Heaven & Earth 144
Jesus of Nazereth, Savior & King 101
Jesus Once was a Little Child 190
Jesus Once of Humble Birth 110
Jesus the Very Thought of Thee 76
Joseph Smith's First Prayer 14
Joy to the World 113

K

Keep the Commandments 186

L

Lead Kindly Light 56
Let the Holy Spirit Guide 78
Let Us All Press On 152
Let Us Oft Speak Kind Words 147
Let Zion in Her Beauty Rise 22
Lo, The Mighty God Appearing 12
Lord, I Would Follow Thee 150
Lord, We Ask Thee ere We Part 94
Love At Home 181
Love One Another 195

M

Master the Tempest is Raging 58
More Holiness Give Me 70
My Country, Tis of Thee 201
My Light is but a Little One 169
My Redeemer Lives 72

N

Nearer My God to Thee 59
Now Let Us Rejoice 3
Now the Day is Over 90

O

O God, The Eternal Father 97
O Little Town of Bethlehem 122
O Lord My God 46
O Lord of Hosts 100
O Love that Glorifies the Son 166
O My Father 178
O Thou Rock of Our Salvation 145
O Ye Mountains High 18
O Say What is Truth? 170
O Come All Ye Faithful 114
O Holy Words of Truth & Love 171
Onward, Christian Soldiers 153
Our Savior's Love 61

P

Praise to the Man 15
Prayer is the soul's sincere desire 80
Prayer of Thanksgiving 51
Press Forward Saints 44
Put your Shoulder to the Wheel 163

R

Redeemer of Israel 5
Rejoice, the Lord is King 38
Reverently and Meekly Now 108
Rise ye saints, and temple's enter 161

S

Savior, Lead me lest I Stray 32
Scatter Sunshine 143
School Thy Feelings 199
Secret Prayer 79
Send the Light 127
Shall the Youth of Zion Falter? 159
Silent Night 116
Sing we Now at Parting 91
Sunshine in the Soul 140
Sweet Hour of Prayer 77
Sweet is the Work 82

T

Teach Me to Walk in the Light 187
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The First Noel 123
The Light Divine 188
The Lord is My Light 49
The Lord is My Shepherd 60
The Morning Breaks 1
The Spirit of God 2
The Time is Far Spent 187
The Witness of the Holy Ghost 74
There is a Green Hill Far Away 108
There is an Hour of Peace & Rest 79
There is Sunshine in my Soul 140
Through Deepening Trials 63
Till We Meet Again 89
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U

Up Awake, ye defenders of Zion 155
Upon the Cross of Calvary 96

W

We are All Enlisted 157
We Ever Pray to Thee 11
We Gather Together 51
We Praise Thee, O Lord 29
We thank thee o God for a prophet 10
We'll Sing all Hail to Jesus' Name 102
Welcome, Welcome Sabbath 177
What was Witnessed in Heaven 7
When Faith Endures 67
Where Can I Turn for Peace? 68
While of these emblems we partake 98
With Wondering Awe 120

Y

Ye Elders of Israel 198
Ye Who are Called to Labor 197
You can make the pathway bright 141

Give the missionaries practice deciding, in English, which sentences are in passive voice and which sentences are in active voice in the sentences below. Passive voice is when the grammatical subject of the sentence receives the action as an object would. Active voice is when the grammatical subject of the sentence is the doer of the action.

---

1. Jesus Christ was baptized.
2. God restored his Gospel through Joseph Smith.
3. John the Baptist baptized Jesus Christ.
4. The Apostles were killed by wicked people.
5. Many prophets have been martyred.
6. The Gospel has been restored in these latter days.
7. God uses the wicked to punish the wicked.
8. Jesus Christ established His Church while on the earth.
9. The Priesthood was restored by John the Baptist.
10. Satan tempts us to make wrong choices.
11. Adam and Eve were tempted by Satan.
12. The righteous will be saved.
13. God calls prophets in every dispensation.
14. My family has been blessed so much.
15. God loves all of his children.
16. The Gospel blesses families.
17. Joseph Smith was killed in 1844.
18. I was baptized by my father.
19. The Holy Ghost will lead and guide you.
20. The Gospel was taken off the earth during the Apostasy.

Passive Voice (Perfective Aspect)

	Sa *(Past tense)*		**fa'asatauroina** *crucified*	**Iesū Keriso.** *Jesus Christ.*	
'Ioe *Yes,* **Leai,** *No,*	**Sa** *(Past tense)* **'Ua** *(Determinate present)*	**(lē)** *(not)*	**fa'asatauroina** *crucified* **fasiotia** *killed* **sauāina** *persecuted* **papatisoina** *baptized* **itagia** *hated* **fa'au'uina** *anointed/ordained* **tofia anamua** *foreordained* **filifilia** *chosen*	**Iesū Keriso.** *Jesus Christ.* **le Tama'i Māmoe a le Atua.** *the Lamb of God.* **le Ali'i.** *the Lord.* **'o ia.** *Him.* **le 'au 'Aposetolo.** *the Apostles.* **'ilātou.** *them (3+).*	? *Raise voice then drop on second to last vowel of the sentence.*

Sa papatisoina le Ali'i?
Was the Lord baptized?
'Ioe, sa papatisoina le Ali'i.
Yes, the Lord was baptized.
Leai, sa lē papatisoina le Ali'i.
No, the Lord was not baptized.

'Ua fa'au'uina le 'au 'Aposetolo?
Have the Apostles been ordained?
'Ioe, 'ua fa'au'uina le 'au 'Aposetolo.
Yes, the Apostles have been ordained.
Leai, e le'i fa'au'uina le 'au Aposetolo.
No, the Apostles have not been ordained.

Note: Perfective aspect is used in passive voice constructions especially when no doer is mentioned, as in the above examples. Emphatic pronouns, rather than describe pronouns, are usually used in passive voice constructions.

Function: Asking about and describing actions and events
Context: Discussing Christ's mortal ministry

Scenario

You and your companion are in your first visit with Asoiva, a new investigator. He accepts you gladly into his home as servants of Christ, but before you start teaching he declares: “Before you teach me anything about Joseph Smith or the Mormon Church, I want to know that you believe in the same Jesus that I do. What do you believe about Christ?”

1. Practice: Missionaries pair up, with one assuming the role of Asoiva and the other the role of the missionary. Have the two discuss their respective beliefs about Christ.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion met Weipan, a man from China living in Samoa, in the store he owns last preparation day. You had set up an appointment for today to teach him in his home. When you arrive, Weipan tells you he is most interested in learning first about Jesus Christ, because he knows nothing about Him. Teach Weipan what our Church knows about Jesus Christ.

THE CHURCH OF
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Missionary Training Center